



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: Biddeford High School

SAU: Biddeford School Department

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2012-2013 NCLB Report Card



School: Biddeford High School
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 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	229	217	95	35	35	50	5	31	32	32	212	5	0
	2011-2012	200	193	97	35	35	47	3	32	36	28	189	4	0
Female	2010-2011	103	99	96	34	34	54	5	29	35	30			
	2011-2012	110	105	95	35	35	51	3	32	36	29			
Male	2010-2011	126	118	94	36	36	46	4	32	30	34			
	2011-2012	90	88	98	35	35	43	3	32	36	28			
Caucasian/White	2010-2011	214	203	95	35	35	51	5	31	33	32			
	2011-2012	186	179	96	37	37	48	3	34	36	27			
African American/Black	2010-2011	3	2	67			23							
	2011-2012	2	2	100			28							
Hispanic	2010-2011	2	2	100			45							
	2011-2012	2	2	100			30							
Asian or Pacific Islander	2010-2011	8	8	100			51							
	2011-2012	8	8	100			48							
American Indian or Native Alaskan	2010-2011	0	0				35							
	2011-2012	1	1	100			35							
Economically Disadvantaged	2010-2011	86	78	91	26	25	34	<1	26	33	41			
	2011-2012	85	79	93	18	18	31	<1	18	39	43			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	24	23	96	13	13	17	<1	13	22	65			
	2011-2012	26	24	92	8	8	16	<1	8	33	58			
Limited English Proficient	2010-2011	6	6	100			9							
	2011-2012	6	6	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

<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	2010-2011	229	218	95	34	34	49	3	32	31	34	213	5
	2011-2012	200	193	97	46	46	47	1	45	30	24	189	4
Female	2010-2011	103	99	96	25	25	47	1	24	34	40		
	2011-2012	110	105	95	47	46	46	1	46	27	27		
Male	2010-2011	126	119	94	42	42	51	4	38	29	29		
	2011-2012	90	88	98	45	45	47	1	44	34	20		
Caucasian/White	2010-2011	214	203	95	34	34	50	3	32	32	34		
	2011-2012	186	179	96	46	46	48	1	45	30	25		
African American/Black	2010-2011	3	3	100			21						
	2011-2012	2	2	100			21						
Hispanic	2010-2011	2	2	100			36						
	2011-2012	2	2	100			32						
Asian or Pacific Islander	2010-2011	8	8	100			62						
	2011-2012	8	8	100			55						
American Indian or Native Alaskan	2010-2011	0	0				32						
	2011-2012	1	1	100			33						
Economically Disadvantaged	2010-2011	86	79	92	24	24	31	<1	24	25	51		
	2011-2012	85	79	93	32	32	30	1	30	30	38		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	24	23	96	22	21	15	<1	22	22	57		
	2011-2012	26	24	92	8	8	15	<1	8	21	71		
Limited English Proficient	2010-2011	6	6	100			17						
	2011-2012	6	6	100			15						

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

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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	229	218	95	28	28	44	1	28	28	44	213	5
	2011-2012	200	197	99	36	35	44	3	32	29	36	193	4
Female	2010-2011	103	99	96	17	17	40	<1	17	34	48		
	2011-2012	110	108	98	28	28	40	<1	28	30	43		
Male	2010-2011	126	119	94	38	38	48	2	36	22	40		
	2011-2012	90	89	99	45	44	49	7	38	28	27		
Caucasian/White	2010-2011	214	205	96	29	29	45	1	28	27	44		
	2011-2012	186	183	98	37	36	45	3	33	28	35		
African American/Black	2010-2011	3	3	100			19						
	2011-2012	2	2	100			20						
Hispanic	2010-2011	2	2	100			37						
	2011-2012	2	2	100			32						
Asian or Pacific Islander	2010-2011	8	6	75			49						
	2011-2012	8	8	100			45						
American Indian or Native Alaskan	2010-2011	0	0				26						
	2011-2012	1	1	100			34						
Economically Disadvantaged	2010-2011	86	78	91	15	15	29	<1	15	32	53		
	2011-2012	85	82	96	12	12	30	<1	12	38	50		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	24	24	100	13	12	14	<1	13	21	67		
	2011-2012	26	24	92	13	12	16	<1	13	21	67		
Limited English Proficient	2010-2011	6	4	67			10						
	2011-2012	6	6	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	97	96	96	37	36	48	97	96	96	41	41	48	88	88	84
Caucasian/White	96	96	96	37	37	49	96	96	96	41	40	49	88	88	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	50	50	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	100	100	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	100	100	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	100	100	82
Economically Disadvantaged	93	92	94	23	23	33	93	92	94	29	29	31	77	77	73
Students with Disabilities	*	*	90	12	12	17	*	*	90	15	14	15	74	74	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	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	23	11	18	3	1	2

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	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	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.