



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: Cape Elizabeth High School

SAU: Cape Elizabeth School Dept

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2012-2013 NCLB Report Card



School: Cape Elizabeth High School
SAU: Cape Elizabeth School Dept
Grade: High School



Reading 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		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	134	127	95	84	84	50	31	53	9	6	126	1	0
	2011-2012	137	137	100	82	82	47	31	51	12	6	135	2	0
Female	2010-2011	67	63	94	84	84	54	32	52	11	5			
	2011-2012	63	63	100	89	89	51	30	59	10	2			
Male	2010-2011	67	64	96	84	84	46	31	53	8	8			
	2011-2012	74	74	100	77	77	43	32	45	14	9			
Caucasian/White	2010-2011	128	121	95	85	85	51	31	54	10	5			
	2011-2012	127	127	100	85	85	48	32	53	9	6			
African American/Black	2010-2011	0	0				23							
	2011-2012	0	0				28							
Hispanic	2010-2011	3	3	100			45							
	2011-2012	2	2	100			30							
Asian or Pacific Islander	2010-2011	2	2	100			51							
	2011-2012	7	7	100			48							
American Indian or Native Alaskan	2010-2011	1	1	100			35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	5	3	60			34							
	2011-2012	4	4	100			31							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	16	15	94	27	27	17	7	20	33	40			
	2011-2012	14	14	100	50	50	16	7	43	21	29			
Limited English Proficient	2010-2011	0	0				9							
	2011-2012	0	0				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.

2012-2013 NCLB Report Card



School: Cape Elizabeth 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	2010-2011	134	127	95	80	80	49	25	55	11	9	126	1
	2011-2012	137	137	100	82	82	47	23	58	12	7	135	2
Female	2010-2011	67	63	94	79	79	47	19	60	11	10		
	2011-2012	63	63	100	76	76	46	14	62	19	5		
Male	2010-2011	67	64	96	81	81	51	31	50	11	8		
	2011-2012	74	74	100	86	86	47	31	55	5	8		
Caucasian/White	2010-2011	128	121	95	81	81	50	26	55	11	8		
	2011-2012	127	127	100	82	82	48	24	58	13	6		
African American/Black	2010-2011	0	0				21						
	2011-2012	0	0				21						
Hispanic	2010-2011	3	3	100			36						
	2011-2012	2	2	100			32						
Asian or Pacific Islander	2010-2011	2	2	100			62						
	2011-2012	7	7	100			55						
American Indian or Native Alaskan	2010-2011	1	1	100			32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	5	3	60			31						
	2011-2012	4	4	100			30						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	16	15	94	20	20	15	7	13	27	53		
	2011-2012	14	14	100	43	43	15	<1	43	21	36		
Limited English Proficient	2010-2011	0	0				17						
	2011-2012	0	0				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	134	127	95	73	73	44	13	60	17	10	126	1
	2011-2012	137	126	92	73	73	44	13	60	16	11	124	2
Female	2010-2011	67	63	94	68	68	40	10	59	21	11		
	2011-2012	63	59	94	68	68	40	3	64	17	15		
Male	2010-2011	67	64	96	78	78	48	17	61	13	9		
	2011-2012	74	67	91	78	78	49	21	57	15	7		
Caucasian/White	2010-2011	128	121	95	74	74	45	14	60	17	9		
	2011-2012	127	116	91	74	74	45	13	61	15	11		
African American/Black	2010-2011	0	0				19						
	2011-2012	0	0				20						
Hispanic	2010-2011	3	3	100			37						
	2011-2012	2	2	100			32						
Asian or Pacific Islander	2010-2011	2	2	100			49						
	2011-2012	7	7	100			45						
American Indian or Native Alaskan	2010-2011	1	1	100			26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	5	3	60			29						
	2011-2012	4	1	25			30						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	16	15	94	13	13	14	7	7	20	67		
	2011-2012	14	13	93	31	31	16	8	23	23	46		
Limited English Proficient	2010-2011	0	0				10						
	2011-2012	0	0				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	100	100	96	83	83	48	100	100	96	81	81	48	97	97	84
Caucasian/White	100	100	96	85	85	49	100	100	96	81	81	49	97	97	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	100	100	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	*	*	94	*	*	33	*	*	94	*	*	31	92	92	73
Students with Disabilities	*	*	90	38	38	17	*	*	90	31	31	15	83	83	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	7	7	22	3	10	3

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	4

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	1.21

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.