



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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2012-2013 NCLB Report Card

School: Casco Bay High School

SAU: Portland Public Schools

## Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

# 2012-2013 NCLB Report Card



**School:** Casco Bay High School  
**SAU:** Portland Public Schools  
**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	69	67	97	46	48	50	15	31	25	28	67	0	0
	2011-2012	57	56	98	66	45	47	18	48	16	18	56	0	0
Female	2010-2011	27	26	96	46	50	54	23	23	15	38			
	2011-2012	24	24	100	50	48	51	21	29	25	25			
Male	2010-2011	42	41	98	46	46	46	10	37	32	22			
	2011-2012	33	32	97	78	42	43	16	63	9	13			
Caucasian/White	2010-2011	45	43	96	60	61	51	21	40	33	7			
	2011-2012	46	45	98	73	59	48	22	51	18	9			
African American/Black	2010-2011	17	17	100	6	10	23	6	<1	18	76			
	2011-2012	9	9	100		19	28							
Hispanic	2010-2011	5	5	100		53	45							
	2011-2012	1	1	100		21	30							
Asian or Pacific Islander	2010-2011	1	1	100		43	51							
	2011-2012	1	1	100		27	48							
American Indian or Native Alaskan	2010-2011	0	0				35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	34	33	97	18	25	34	6	12	27	55			
	2011-2012	26	25	96	52	24	31	16	36	12	36			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	10	9	90		15	17							
	2011-2012	12	11	92	55	22	16	9	45	18	27			
Limited English Proficient	2010-2011	18	18	100	<1	6	9	<1	<1	17	83			
	2011-2012	8	8	100		9	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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School: Casco Bay 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	69	67	97	34	41	49	7	27	28	37	67	0
	2011-2012	57	56	98	54	36	47	4	50	16	30	56	0
Female	2010-2011	27	26	96	23	38	47	4	19	31	46		
	2011-2012	24	24	100	50	33	46	4	46	17	33		
Male	2010-2011	42	41	98	41	43	51	10	32	27	32		
	2011-2012	33	32	97	56	38	47	3	53	16	28		
Caucasian/White	2010-2011	45	43	96	47	52	50	9	37	37	16		
	2011-2012	46	45	98	60	46	48	4	56	16	24		
African American/Black	2010-2011	17	17	100	6	10	21	<1	6	6	88		
	2011-2012	9	9	100		9	21						
Hispanic	2010-2011	5	5	100		20	36						
	2011-2012	1	1	100		21	32						
Asian or Pacific Islander	2010-2011	1	1	100		40	62						
	2011-2012	1	1	100		39	55						
American Indian or Native Alaskan	2010-2011	0	0				32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	34	33	97	15	21	31	3	12	21	64		
	2011-2012	26	25	96	40	17	30	4	36	8	52		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	10	9	90		17	15						
	2011-2012	12	11	92	27	15	15	<1	27	9	64		
Limited English Proficient	2010-2011	18	18	100	<1	6	17	<1	<1	11	89		
	2011-2012	8	8	100		5	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	69	66	96	50	35	44	3	47	8	42	66	0
	2011-2012	57	57	100	60	36	44	5	54	19	21	57	0
Female	2010-2011	27	24	89	38	30	40	<1	38	<1	63		
	2011-2012	24	24	100	50	27	40	8	42	21	29		
Male	2010-2011	42	42	100	57	40	48	5	52	12	31		
	2011-2012	33	33	100	67	45	49	3	64	18	15		
Caucasian/White	2010-2011	45	44	98	64	44	45	5	59	11	25		
	2011-2012	46	46	100	70	48	45	7	63	17	13		
African American/Black	2010-2011	17	16	94	6	6	19	<1	6	<1	94		
	2011-2012	9	9	100		8	20						
Hispanic	2010-2011	5	4	80		27	37						
	2011-2012	1	1	100		22	32						
Asian or Pacific Islander	2010-2011	1	1	100		31	49						
	2011-2012	1	1	100		33	45						
American Indian or Native Alaskan	2010-2011	0	0				26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	34	32	94	25	17	29	<1	25	6	69		
	2011-2012	26	26	100	42	16	30	4	38	23	35		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	10	9	90		20	14						
	2011-2012	12	12	100	42	15	16	<1	42	25	33		
Limited English Proficient	2010-2011	18	17	94	6	3	10	<1	6	6	88		
	2011-2012	8	8	100		6	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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# 2012-2013 NCLB Report Card



**School:** Casco Bay High School  
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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	94	96	55	47	48	98	94	96	42	38	48	77	79	84
Caucasian/White	98	94	96	67	61	49	98	94	96	53	48	49	79	79	84
African American/Black	*	93	94	15	14	26	*	93	93	8	9	21	67	76	77
Hispanic	*	*	95	*	34	37	*	*	96	*	22	34	75	67	87
Asian or Pacific Islander	*	90	94	*	36	50	*	93	94	*	40	58	0	83	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	80	82
Economically Disadvantaged	*	92	94	32	25	33	*	92	94	25	19	31	62	67	73
Students with Disabilities	*	82	90	45	19	17	*	84	90	25	16	15	65	50	78
Limited English Proficient	*	92	92	4	7	11	*	93	93	0	5	15	67	79	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 <sup>1</sup>	3	5	8	4	2	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, 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	6.41

<sup>1</sup>Professional 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.