



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: Sanford High School

SAU: Sanford School Department

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# 2012-2013 NCLB Report Card



School: Sanford High School  
SAU: Sanford 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	270	255	94	41	41	50	5	36	35	24	247	8	0
	2011-2012	275	256	93	36	36	47	2	34	34	30	251	5	0
Female	2010-2011	130	124	95	44	44	54	8	35	35	21			
	2011-2012	136	128	94	41	41	51	3	38	37	22			
Male	2010-2011	140	131	94	39	39	46	2	37	35	26			
	2011-2012	139	128	92	31	31	43	1	30	30	38			
Caucasian/White	2010-2011	257	242	94	42	42	51	5	37	36	22			
	2011-2012	260	243	93	37	37	48	2	35	34	30			
African American/Black	2010-2011	2	2	100			23							
	2011-2012	4	3	75			28							
Hispanic	2010-2011	4	4	100			45							
	2011-2012	1	1	100			30							
Asian or Pacific Islander	2010-2011	7	7	100			51							
	2011-2012	7	7	100			48							
American Indian or Native Alaskan	2010-2011	0	0				35							
	2011-2012	1	1	100			35							
Economically Disadvantaged	2010-2011	122	111	91	33	33	34	5	29	32	34			
	2011-2012	130	115	88	30	30	31	3	27	30	40			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	49	42	86	19	19	17	2	17	24	57			
	2011-2012	35	28	80	18	18	16	4	14	14	68			
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	270	256	95	50	50	49	2	48	29	21	247	9
	2011-2012	275	256	93	36	36	47	1	35	35	30	251	5
Female	2010-2011	130	124	95	48	48	47	1	48	28	23		
	2011-2012	136	128	94	36	36	46	1	35	38	27		
Male	2010-2011	140	132	94	52	52	51	2	49	30	19		
	2011-2012	139	128	92	35	35	47	1	34	32	33		
Caucasian/White	2010-2011	257	243	95	51	51	50	2	49	29	21		
	2011-2012	260	243	93	36	36	48	1	35	34	30		
African American/Black	2010-2011	2	2	100			21						
	2011-2012	4	3	75			21						
Hispanic	2010-2011	4	4	100			36						
	2011-2012	1	1	100			32						
Asian or Pacific Islander	2010-2011	7	7	100			62						
	2011-2012	7	7	100			55						
American Indian or Native Alaskan	2010-2011	0	0				32						
	2011-2012	1	1	100			33						
Economically Disadvantaged	2010-2011	122	112	92	40	40	31	2	38	31	29		
	2011-2012	130	115	88	33	33	30	1	32	32	35		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	49	43	88	21	21	15	<1	21	26	53		
	2011-2012	35	28	80	25	25	15	<1	25	11	64		
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	270	250	93	40	40	44	4	36	24	36	242	8
	2011-2012	275	248	90	37	37	44	2	35	27	35	243	5
Female	2010-2011	130	121	93	32	32	40	3	29	28	40		
	2011-2012	136	123	90	31	31	40	1	30	30	39		
Male	2010-2011	140	129	92	47	47	48	5	42	21	32		
	2011-2012	139	125	90	43	42	49	3	40	25	32		
Caucasian/White	2010-2011	257	238	93	41	41	45	5	36	25	34		
	2011-2012	260	234	90	38	37	45	2	36	27	35		
African American/Black	2010-2011	2	2	100			19						
	2011-2012	4	4	100			20						
Hispanic	2010-2011	4	4	100			37						
	2011-2012	1	1	100			32						
Asian or Pacific Islander	2010-2011	7	6	86			49						
	2011-2012	7	7	100			45						
American Indian or Native Alaskan	2010-2011	0	0				26						
	2011-2012	1	1	100			34						
Economically Disadvantaged	2010-2011	122	109	89	32	32	29	5	28	27	41		
	2011-2012	130	109	84	33	32	30	2	31	25	42		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	49	44	90	14	14	14	2	11	23	64		
	2011-2012	35	29	83	21	18	16	3	17	14	66		
Limited English Proficient	2010-2011	6	6	100			10						
	2011-2012	6	6	100			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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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	93	91	96	39	39	48	93	91	96	43	43	48	80	80	84
Caucasian/White	93	92	96	39	39	49	93	92	96	43	43	49	80	80	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	0	0	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	83	83	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	100	100	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	0	82
Economically Disadvantaged	88	87	94	31	31	33	88	87	94	36	36	31	67	67	73
Students with Disabilities	*	*	90	16	16	17	*	*	90	21	21	15	60	60	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 <sup>1</sup>	42	28	7	4	2	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	2.21

<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.