



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: Scarborough High School

SAU: Scarborough School Department

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2012-2013 NCLB Report Card



School: Scarborough High School
SAU: Scarborough 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	261	256	98	72	72	50	16	56	21	7	255	1	0
	2011-2012	266	260	98	61	61	47	12	48	25	14	258	2	0
Female	2010-2011	146	143	98	71	71	54	12	59	24	6			
	2011-2012	136	133	98	64	64	51	11	53	25	11			
Male	2010-2011	115	113	98	73	73	46	20	53	17	10			
	2011-2012	130	127	98	57	57	43	14	43	25	17			
Caucasian/White	2010-2011	250	245	98	72	72	51	16	56	21	7			
	2011-2012	249	243	98	61	61	48	13	48	25	14			
African American/Black	2010-2011	4	4	100			23							
	2011-2012	6	6	100			28							
Hispanic	2010-2011	0	0				45							
	2011-2012	3	3	100			30							
Asian or Pacific Islander	2010-2011	6	6	100			51							
	2011-2012	8	8	100			48							
American Indian or Native Alaskan	2010-2011	1	1	100			35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	40	38	95	45	45	34	8	37	34	21			
	2011-2012	40	38	95	39	39	31	5	34	34	26			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	20	19	95	16	16	17	5	11	37	47			
	2011-2012	42	39	93	31	31	16	5	26	26	44			
Limited English Proficient	2010-2011	1	1	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	261	256	98	70	70	49	10	60	22	8	255	1
	2011-2012	266	259	97	66	66	47	8	57	20	14	257	2
Female	2010-2011	146	143	98	64	64	47	5	59	27	9		
	2011-2012	136	133	98	66	66	46	5	62	20	14		
Male	2010-2011	115	113	98	78	78	51	17	61	16	6		
	2011-2012	130	126	97	65	65	47	13	52	20	15		
Caucasian/White	2010-2011	250	245	98	71	71	50	11	61	20	8		
	2011-2012	249	242	97	67	67	48	8	59	19	14		
African American/Black	2010-2011	4	4	100			21						
	2011-2012	6	6	100			21						
Hispanic	2010-2011	0	0				36						
	2011-2012	3	3	100			32						
Asian or Pacific Islander	2010-2011	6	6	100			62						
	2011-2012	8	8	100			55						
American Indian or Native Alaskan	2010-2011	1	1	100			32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	40	38	95	53	53	31	3	50	34	13		
	2011-2012	40	38	95	39	39	30	<1	39	29	32		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	20	19	95	16	16	15	<1	16	47	37		
	2011-2012	42	38	90	24	24	15	<1	24	34	42		
Limited English Proficient	2010-2011	1	1	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	261	253	97	68	68	44	9	58	19	14	252	1
	2011-2012	266	249	94	63	63	44	6	57	21	16	247	2
Female	2010-2011	146	144	99	63	63	40	5	58	20	17		
	2011-2012	136	124	91	60	60	40	3	57	23	16		
Male	2010-2011	115	109	95	73	73	48	15	59	17	10		
	2011-2012	130	125	96	66	66	49	9	58	18	15		
Caucasian/White	2010-2011	250	242	97	67	67	45	10	58	18	14		
	2011-2012	249	233	94	63	63	45	6	58	21	16		
African American/Black	2010-2011	4	4	100			19						
	2011-2012	6	6	100			20						
Hispanic	2010-2011	0	0				37						
	2011-2012	3	3	100			32						
Asian or Pacific Islander	2010-2011	6	6	100			49						
	2011-2012	8	7	88			45						
American Indian or Native Alaskan	2010-2011	1	1	100			26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	40	38	95	42	42	29	3	39	32	26		
	2011-2012	40	37	93	46	46	30	3	43	19	35		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	20	20	100	15	15	14	<1	15	25	60		
	2011-2012	42	34	81	35	35	16	<1	35	18	47		
Limited English Proficient	2010-2011	1	1	100			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	98	98	96	67	67	48	97	97	96	68	68	48	93	93	84
Caucasian/White	98	98	96	67	67	49	97	97	96	69	69	49	93	93	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	0	0	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	0	0	82
Economically Disadvantaged	*	*	94	43	43	33	*	*	94	47	47	31	83	83	73
Students with Disabilities	93	93	90	27	27	17	90	90	90	22	22	15	76	76	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	22	8	34	4	5	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	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	6.15

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.