



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: Westbrook High School

SAU: Westbrook School Department

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# 2012-2013 NCLB Report Card



School: Westbrook High School  
 SAU: Westbrook 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	161	153	95	43	43	50	4	39	27	29	151	2	0
	2011-2012	181	171	94	42	42	47	5	36	31	27	168	3	0
Female	2010-2011	61	57	93	46	46	54	11	35	30	25			
	2011-2012	90	84	93	45	45	51	5	40	38	17			
Male	2010-2011	100	96	96	42	42	46	<1	42	26	32			
	2011-2012	91	87	96	38	38	43	6	32	24	38			
Caucasian/White	2010-2011	141	137	97	47	47	51	4	42	27	26			
	2011-2012	160	151	94	44	44	48	5	39	30	26			
African American/Black	2010-2011	10	9	90			23							
	2011-2012	6	6	100			28							
Hispanic	2010-2011	6	4	67			45							
	2011-2012	8	8	100			30							
Asian or Pacific Islander	2010-2011	1	1	100			51							
	2011-2012	4	4	100			48							
American Indian or Native Alaskan	2010-2011	2	2	100			35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	66	62	94	34	34	34	2	32	24	42			
	2011-2012	80	72	90	26	26	31	1	25	31	43			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	26	24	92	8	8	17	<1	8	13	79			
	2011-2012	25	22	88	14	14	16	5	9	18	68			
Limited English Proficient	2010-2011	6	6	100			9							
	2011-2012	7	5	71			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	161	153	95	35	35	49	<1	35	36	29	151	2
	2011-2012	181	172	95	37	37	47	5	32	36	27	169	3
Female	2010-2011	61	57	93	32	32	47	<1	32	40	28		
	2011-2012	90	85	94	38	38	46	2	35	40	22		
Male	2010-2011	100	96	96	36	36	51	<1	36	33	30		
	2011-2012	91	87	96	37	37	47	8	29	32	31		
Caucasian/White	2010-2011	141	137	97	36	36	50	<1	36	37	26		
	2011-2012	160	152	95	39	39	48	5	34	36	24		
African American/Black	2010-2011	10	9	90			21						
	2011-2012	6	6	100			21						
Hispanic	2010-2011	6	4	67			36						
	2011-2012	8	8	100			32						
Asian or Pacific Islander	2010-2011	1	1	100			62						
	2011-2012	4	4	100			55						
American Indian or Native Alaskan	2010-2011	2	2	100			32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	66	62	94	24	24	31	<1	24	34	42		
	2011-2012	80	73	91	19	19	30	1	18	36	45		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	26	24	92	<1	<1	15	<1	<1	29	71		
	2011-2012	25	22	88	18	18	15	5	14	9	73		
Limited English Proficient	2010-2011	6	6	100			17						
	2011-2012	7	6	86			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	161	158	98	35	35	44	<1	35	34	32	156	2
	2011-2012	181	172	95	36	36	44	3	33	24	40	169	3
Female	2010-2011	61	61	100	26	26	40	<1	26	36	38		
	2011-2012	90	86	96	28	28	40	<1	28	27	45		
Male	2010-2011	100	97	97	40	40	48	<1	40	32	28		
	2011-2012	91	86	95	44	44	49	6	38	21	35		
Caucasian/White	2010-2011	141	141	100	36	36	45	<1	36	35	28		
	2011-2012	160	152	95	38	38	45	3	36	24	38		
African American/Black	2010-2011	10	10	100	20	20	19	<1	20	20	60		
	2011-2012	6	6	100			20						
Hispanic	2010-2011	6	5	83			37						
	2011-2012	8	8	100			32						
Asian or Pacific Islander	2010-2011	1	1	100			49						
	2011-2012	4	4	100			45						
American Indian or Native Alaskan	2010-2011	2	1	50			26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	66	64	97	27	27	29	<1	27	33	41		
	2011-2012	80	73	91	12	12	30	<1	12	23	64		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	26	24	92	13	13	14	<1	13	21	67		
	2011-2012	25	22	88	18	18	16	<1	18	9	73		
Limited English Proficient	2010-2011	6	6	100			10						
	2011-2012	7	7	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	95	95	96	43	43	48	96	96	96	36	36	48	79	79	84
Caucasian/White	95	95	96	46	46	49	96	96	96	38	38	49	79	79	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	83	83	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	100	100	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	0	0	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	0	82
Economically Disadvantaged	91	91	94	30	30	33	92	92	94	22	22	31	63	63	73
Students with Disabilities	*	*	90	11	11	17	*	*	90	9	9	15	55	55	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	25	25	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>	27	12	11	0	5	1

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	9

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	7.17

<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.