



MAINE
DEPARTMENT OF EDUCATION

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 2008–2009: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the spring of 2009.

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 No Child Left Behind, which require, among other things, that each school makes “Adequate Yearly Progress” (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 2006–2007 NAEP results is displayed, 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.



2009–2010 NCLB Report Card

School: Edward Little High School

SAU: Auburn School Department

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Grade: High School



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Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	266	241	3	92	40	40	49	6	34	30	30
	2008-2009	305	284	6	95	44	44	49	6	39	28	27
Female	2007-2008	136	123	1	91	39	38	51	5	34	31	30
	2008-2009	150	140	3	95	49	49	53	7	42	29	22
Male	2007-2008	130	118	2	92	42	42	47	8	34	28	31
	2008-2009	155	144	3	95	40	40	46	5	35	27	33
Caucasian/White	2007-2008	245	223	3	92	41	40	49	6	35	30	30
	2008-2009	278	259	6	95	46	46	50	6	39	29	25
African American/Black	2007-2008	14	13	0	93	23	23	26	0	23	31	46
	2008-2009	16	15	0	94	27	27	26	0	27	13	60
Hispanic	2007-2008	2	1	0	50			37				
	2008-2009	8	7	0	88	57	57	38	0	57	14	29
Asian or Pacific Islander	2007-2008	4	3	0	75			38				
	2008-2009	0	0	0				46				
American Indian or Native Alaskan	2007-2008	1	1	0	100			32				
	2008-2009	3	3	0	100			32				
Economically Disadvantaged	2007-2008	7	6	0	86	17	17	32	0	17	17	67
	2008-2009	2	2	0	100			34				
Migrant	2007-2008	0	0	0				20				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	32	29	3	100	22	21	16	3	19	19	59
	2008-2009	43	35	6	95	22	20	16	0	22	22	56
Limited English Proficient	2007-2008	16	12	0	75	25	25	26	8	17	25	50
	2008-2009	11	9	0	82	22	22	16	0	22	0	78

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

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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 Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	266	250	3	95	38	37	42	6	32	34	28
	2008-2009	305	292	6	98	38	38	42	3	35	31	31
Female	2007-2008	136	131	1	97	33	33	40	5	29	36	31
	2008-2009	150	142	3	97	37	37	41	4	32	30	33
Male	2007-2008	130	119	2	93	42	42	43	7	36	32	26
	2008-2009	155	150	3	99	39	39	43	3	37	32	29
Caucasian/White	2007-2008	245	230	3	95	39	38	42	5	34	35	27
	2008-2009	278	265	6	97	40	40	43	4	36	32	28
African American/Black	2007-2008	14	13	0	93	15	15	14	8	8	23	62
	2008-2009	16	16	0	100	6	6	16	0	6	25	69
Hispanic	2007-2008	2	2	0	100			25				
	2008-2009	8	8	0	100	50	50	29	0	50	0	50
Asian or Pacific Islander	2007-2008	4	4	0	100			44				
	2008-2009	0	0	0				52				
American Indian or Native Alaskan	2007-2008	1	1	0	100			26				
	2008-2009	3	3	0	100			21				
Economically Disadvantaged	2007-2008	7	7	0	100	0	0	24	0	0	14	86
	2008-2009	2	2	0	100			26				
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				20				
Students with Disabilities	2007-2008	32	29	3	100	22	21	13	6	16	16	63
	2008-2009	43	35	6	95	15	13	12	10	5	37	49
Limited English Proficient	2007-2008	16	13	0	81	23	23	21	0	23	15	62
	2008-2009	11	11	0	100	9	9	19	0	9	9	82

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

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Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 64%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 43%			Graduation Rate Target: 75%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	95	95	96	43	43	49	98	98	98	38	38	41	78	78	84
Caucasian/White	95	96	96	43	43	50	97	97	98	40	40	42			
African American/Black	*	*	92	28	28	26	*	*	95	12	12	14			
Hispanic	*	*	94	*	*	37	*	*	97	*	*	26			
Asian or Pacific Islander	*	*	91	*	*	42	*	*	95	*	*	49			
American Indian or Native Alaskan	*	*	92	*	*	32	*	*	96	*	*	23			
Economically Disadvantaged	*	*	92	*	*	33	*	*	96	*	*	25			
Students with Disabilities	95	95	91	21	21	16	95	95	95	18	18	13			
Limited English Proficient	*	*	90	*	*	21	*	*	94	20	20	20			

* 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.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	43	22	25	0	2	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification (as of March 28, 2009)	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	12.17

¹ 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.