



**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 state-wide 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: Ellsworth High School

SAU: Ellsworth School Department

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2009–2010 NCLB Report Card



School: Ellsworth High School
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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	148	140	0	95	51	53	49	8	43	28	21
	2008-2009	158	152	3	98	45	56	49	8	37	30	25
Female	2007-2008	77	72	0	94	58	61	51	7	51	26	15
	2008-2009	78	76	1	99	42	44	53	5	36	36	22
Male	2007-2008	71	68	0	96	43	47	47	9	34	29	28
	2008-2009	80	76	2	98	49	71	46	10	38	23	28
Caucasian/White	2007-2008	140	132	0	94	52	54	49	8	43	29	20
	2008-2009	149	143	3	98	47	59	50	8	38	28	25
African American/Black	2007-2008	5	5	0	100	40		26	0	40	20	40
	2008-2009	2	2	0	100			26				
Hispanic	2007-2008	2	2	0	100			37				
	2008-2009	1	1	0	100			38				
Asian or Pacific Islander	2007-2008	1	1	0	100			38				
	2008-2009	3	3	0	100			46				
American Indian or Native Alaskan	2007-2008	0	0	0				32				
	2008-2009	3	3	0	100			32				
Economically Disadvantaged	2007-2008	45	42	0	93	43	44	32	5	38	31	26
	2008-2009	49	45	3	98	40	48	34	4	35	33	27
Migrant	2007-2008	0	0	0				20				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	18	15	0	83	7	13	16	0	7	13	80
	2008-2009	19	15	3	95	39	44	16	6	33	33	28
Limited English Proficient	2007-2008	8	5	0	63	40		26	0	40	0	60
	2008-2009	2	2	0	100			16				

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	148	142	0	96	42	41	42	0	42	35	24
	2008-2009	158	153	3	99	42	46	42	4	37	37	22
Female	2007-2008	77	73	0	95	41	43	40	0	41	36	23
	2008-2009	78	77	1	100	37	38	41	1	36	42	21
Male	2007-2008	71	69	0	97	42	39	43	0	42	33	25
	2008-2009	80	76	2	98	46	57	43	8	38	31	23
Caucasian/White	2007-2008	140	134	0	96	43	41	42	0	43	33	25
	2008-2009	149	144	3	99	42	47	43	5	37	36	22
African American/Black	2007-2008	5	5	0	100	20		14	0	20	60	20
	2008-2009	2	2	0	100			16				
Hispanic	2007-2008	2	2	0	100			25				
	2008-2009	1	1	0	100			29				
Asian or Pacific Islander	2007-2008	1	1	0	100			44				
	2008-2009	3	3	0	100			52				
American Indian or Native Alaskan	2007-2008	0	0	0				26				
	2008-2009	3	3	0	100			21				
Economically Disadvantaged	2007-2008	45	44	0	98	32	33	24	0	32	27	41
	2008-2009	49	46	3	100	31	35	26	4	27	39	31
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				20				
Students with Disabilities	2007-2008	18	16	0	89	0	0	13	0	0	25	75
	2008-2009	19	15	3	95	28	33	12	11	17	22	50
Limited English Proficient	2007-2008	8	6	0	75	17		21	0	17	33	50
	2008-2009	2	2	0	100			19				

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	98	98	96	48	49	49	99	99	98	42	43	41	81	81	84
Caucasian/White	98	98	96	50	51	50	99	99	98	42	44	42			
African American/Black	*	*	92	*	*	26	*	*	95	*	*	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	98	98	92	42	43	33	100	100	96	32	34	25			
Students with Disabilities	*	*	91	25	28	16	*	*	95	15	17	13			
Limited English Proficient	*	*	90	*	*	21	*	*	94	*	*	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	22	3	15	1	3	0

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)	5

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	8.88

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.