



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 ESEA Accountability, 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 2012-2013: 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 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (Alternate Assessment-Reading and Mathematics).

ESEA Accountability: 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 approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

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.

2013-2014 NCLB Report Card

School: Maranacook Community High Sch

SAU: RSU 38

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2013-2014 NCLB Report Card

School: Maranacook Community High Sch
SAU: RSU 38
Grade: High School

Reading 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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	90	87	97	54	53	47	9	45	20	26	84	3	0
	2012-2013	110	106	96	54	54	48	8	45	25	22	105	1	0
Female	2011-2012	32	31	97	52	50	51	10	42	19	29			
	2012-2013	58	56	97	55	55	51	7	48	23	21			
Male	2011-2012	58	56	97	55	54	43	9	46	20	25			
	2012-2013	52	50	96	52	52	45	10	42	26	22			
Caucasian/White	2011-2012	86	83	97	54	53	48	8	46	20	25			
	2012-2013	104	102	98	54	54	49	9	45	25	22			
African American/Black	2011-2012	0	0				28							
	2012-2013	1	0	0			23							
Hispanic	2011-2012	0	0				30							
	2012-2013	1	1	100			39							
Asian or Pacific Islander	2011-2012	0	0				48							
	2012-2013	0	0				50							
American Indian or Native Alaskan	2011-2012	0	0				35							
	2012-2013	0	0				24							
Economically Disadvantaged	2011-2012	21	21	100	24	22	31	5	19	43	33			
	2012-2013	26	24	92	33	33	33	4	29	33	33			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	12	12	100	8	7	16	<1	8	25	67			
	2012-2013	11	11	100	18	18	14	<1	18	18	64			
Limited English Proficient	2011-2012	0	0				13							
	2012-2013	3	2	67			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

<1 is printed when the percentage rounds to 0.

2013-2014 NCLB Report Card

School: Maranacook Community High Sch
SAU: RSU 38
Grade: High School

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	2011-2012	90	87	97	52	51	47	6	46	25	23	84	3
	2012-2013	110	106	96	53	53	48	2	51	29	18	104	2
Female	2011-2012	32	31	97	42	41	46	3	39	26	32		
	2012-2013	58	56	97	48	48	47	<1	48	38	14		
Male	2011-2012	58	56	97	57	56	47	7	50	25	18		
	2012-2013	52	50	96	58	58	49	4	54	20	22		
Caucasian/White	2011-2012	86	83	97	52	51	48	6	46	27	22		
	2012-2013	104	102	98	51	51	49	2	49	30	19		
African American/Black	2011-2012	0	0				21						
	2012-2013	1	0	0			18						
Hispanic	2011-2012	0	0				32						
	2012-2013	1	1	100			36						
Asian or Pacific Islander	2011-2012	0	0				55						
	2012-2013	0	0				61						
American Indian or Native Alaskan	2011-2012	0	0				33						
	2012-2013	0	0				29						
Economically Disadvantaged	2011-2012	21	21	100	43	39	30	5	38	10	48		
	2012-2013	26	24	92	25	25	31	<1	25	38	38		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	12	12	100	25	21	15	8	17	8	67		
	2012-2013	11	11	100	36	36	14	<1	36	18	45		
Limited English Proficient	2011-2012	0	0				15						
	2012-2013	3	2	67			15						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2013-2014 NCLB Report Card

School: Maranacook Community High Sch
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Grade: High School

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	2011-2012	90	84	93	55	53	44	6	49	24	21	81	3
	2012-2013	110	102	93	41	41	41	1	40	27	31	101	1
Female	2011-2012	32	30	94	40	39	40	<1	40	27	33		
	2012-2013	58	55	95	31	31	37	<1	31	35	35		
Male	2011-2012	58	54	93	63	62	49	9	54	22	15		
	2012-2013	52	47	90	53	53	44	2	51	19	28		
Caucasian/White	2011-2012	86	80	93	55	54	45	6	49	24	21		
	2012-2013	104	98	94	41	41	42	1	40	28	32		
African American/Black	2011-2012	0	0				20						
	2012-2013	1	0	0			17						
Hispanic	2011-2012	0	0				32						
	2012-2013	1	1	100			30						
Asian or Pacific Islander	2011-2012	0	0				45						
	2012-2013	0	0				45						
American Indian or Native Alaskan	2011-2012	0	0				34						
	2012-2013	0	0				22						
Economically Disadvantaged	2011-2012	21	21	100	38	35	30	5	33	29	33		
	2012-2013	26	20	77	25	25	27	<1	25	20	55		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	12	10	83	30	25	16	<1	30	10	60		
	2012-2013	11	10	91	20	20	12	<1	20	10	70		
Limited English Proficient	2011-2012	0	0				10						
	2012-2013	3	2	67			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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Grade: High School

GROUP	Reading									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13				2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient	% Proficient		
Whole School	108	98		56	60	100	56	56	78	88
Female	57	98		52	56	54	30	56	76	93
Male	51	98		58	62	46	26	57	79	83
Caucasian/White	103	99		56	60	96	54	56	78	92
African American/Black	1	*		*		0	*	*		0
Hispanic	1	*		*		1	*	*		0
Asian or Pacific Islander	0	*		*		0	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		0
Economically Disadvantaged	25	*		25	31	19	8	42	63	74
Not Economically Disadvantaged	83	99		66	69	81	48	59	83	96
Migrant	0	*		*		0	*	*		0
Not Migrant	108	98		56	60	100	56	56	78	88
Students with Disabilities	11	*		9	17	10	2	20	55	80
Students without Disabilities	97	98		63	66	90	54	60	82	89
Limited English Proficient	3	*		*		2	*	*		0
Not Limited English Proficient	105	99		56	60	98	56	57	78	88
Super Subgroup	36	*		24	30	29	10	34	62	
Non-Super Subgroup	72	100		70	73	71	46	65	85	

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
 A blank cell indicates data are not available.
 The source of information for this report is the Maine Department of Education.

2013-2014 NCLB Report Card

School: Maranacook Community High Sch
SAU: RSU 38
Grade: High School

GROUP	Mathematics									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	108	98		54	58	100	55	55	77	88
Female	57	98		45	50	54	26	48	73	93
Male	51	98		58	62	46	29	63	79	83
Caucasian/White	103	99		54	58	96	51	53	77	92
African American/Black	1	*		*		0	*	*		0
Hispanic	1	*		*		1	*	*		0
Asian or Pacific Islander	0	*		*		0	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		0
Economically Disadvantaged	25	*		45	50	19	6	32	73	74
Not Economically Disadvantaged	83	99		56	60	81	49	60	78	96
Migrant	0	*		*		0	*	*		0
Not Migrant	108	98		54	58	100	55	55	77	88
Students with Disabilities	11	*		27	33	10	4	40	64	80
Students without Disabilities	97	98		58	62	90	51	57	79	89
Limited English Proficient	3	*		*		2	*	*		0
Not Limited English Proficient	105	99		54	58	98	54	55	77	88
Super Subgroup	36	*		40	45	29	11	38	70	
Non-Super Subgroup	72	100		60	63	71	44	62	80	

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
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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	12	7	12	4	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification as of June 30, 2013	3

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	2.09

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.