



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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.

# 2013-2014 NCLB Report Card

School: Camden Hills Regional H S

SAU: Five Town CSD

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# 2013-2014 NCLB Report Card

<b>School:</b> Camden Hills Regional H S
<b>SAU:</b> Five Town CSD
<b>Grade:</b> 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	143	138	97	61	61	47	26	35	27	12	136	2	0
	2012-2013	173	169	98	63	63	48	13	50	21	16	167	2	0
Female	2011-2012	75	73	97	74	74	51	25	49	19	7			
	2012-2013	78	75	96	67	67	51	12	55	20	13			
Male	2011-2012	68	65	96	46	46	43	28	18	35	18			
	2012-2013	95	94	99	60	60	45	14	46	22	18			
Caucasian/White	2011-2012	134	130	97	60	60	48	26	34	27	13			
	2012-2013	159	155	97	64	64	49	14	50	20	16			
African American/Black	2011-2012	3	3	100			28							
	2012-2013	6	6	100			23							
Hispanic	2011-2012	2	2	100			30							
	2012-2013	1	1	100			39							
Asian or Pacific Islander	2011-2012	4	3	75			48							
	2012-2013	7	7	100			50							
American Indian or Native Alaskan	2011-2012	0	0				35							
	2012-2013	0	0				24							
Economically Disadvantaged	2011-2012	35	34	97	38	38	31	6	32	35	26			
	2012-2013	59	57	97	46	46	33	7	39	25	30			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	24	21	88	10	10	16	10	<1	33	57			
	2012-2013	27	24	89	33	33	14	8	25	17	50			
Limited English Proficient	2011-2012	3	1	33			13							
	2012-2013	2	2	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

<1 is printed when the percentage rounds to 0.



# 2013-2014 NCLB Report Card

**School:** Camden Hills Regional H S  
**SAU:** Five Town CSD  
**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	143	138	97	63	63	47	7	57	22	15	136	2
	2012-2013	173	169	98	59	59	48	8	51	26	15	167	2
Female	2011-2012	75	73	97	67	67	46	<1	67	18	15		
	2012-2013	78	75	96	60	60	47	7	53	25	15		
Male	2011-2012	68	65	96	58	58	47	14	45	26	15		
	2012-2013	95	94	99	59	59	49	10	49	27	15		
Caucasian/White	2011-2012	134	130	97	62	62	48	6	56	22	15		
	2012-2013	159	155	97	60	60	49	9	51	25	15		
African American/Black	2011-2012	3	3	100			21						
	2012-2013	6	6	100			18						
Hispanic	2011-2012	2	2	100			32						
	2012-2013	1	1	100			36						
Asian or Pacific Islander	2011-2012	4	3	75			55						
	2012-2013	7	7	100			61						
American Indian or Native Alaskan	2011-2012	0	0				33						
	2012-2013	0	0				29						
Economically Disadvantaged	2011-2012	35	34	97	41	41	30	6	35	38	21		
	2012-2013	59	57	97	39	39	31	4	35	39	23		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	24	21	88	19	19	15	10	10	29	52		
	2012-2013	27	24	89	17	17	14	<1	17	46	38		
Limited English Proficient	2011-2012	3	1	33			15						
	2012-2013	2	2	100			15						

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# 2013-2014 NCLB Report Card

<b>School:</b> Camden Hills Regional H S
<b>SAU:</b> Five Town CSD
<b>Grade:</b> 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	143	141	99	52	52	44	8	45	23	24	139	2
	2012-2013	173	169	98	47	47	41	5	41	24	29	167	2
Female	2011-2012	75	75	100	49	49	40	1	48	25	25		
	2012-2013	78	75	96	52	52	37	<1	52	21	27		
Male	2011-2012	68	66	97	56	56	49	15	41	21	23		
	2012-2013	95	94	99	43	43	44	10	33	27	31		
Caucasian/White	2011-2012	134	133	99	53	53	45	8	45	23	25		
	2012-2013	159	156	98	48	48	42	6	42	23	29		
African American/Black	2011-2012	3	3	100			20						
	2012-2013	6	5	83			17						
Hispanic	2011-2012	2	2	100			32						
	2012-2013	1	1	100			30						
Asian or Pacific Islander	2011-2012	4	3	75			45						
	2012-2013	7	7	100			45						
American Indian or Native Alaskan	2011-2012	0	0				34						
	2012-2013	0	0				22						
Economically Disadvantaged	2011-2012	35	35	100	26	26	30	6	20	31	43		
	2012-2013	59	57	97	26	26	27	2	25	32	42		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	24	24	100	13	13	16	8	4	21	67		
	2012-2013	27	26	96	19	19	12	<1	19	12	69		
Limited English Proficient	2011-2012	3	1	33			10						
	2012-2013	2	2	100			10						

**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:** Camden Hills Regional H S  
**SAU:** Five Town CSD  
**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	172	98		62	65	165	104	63	81	95
Female	78	96		77	79	71	48	68	89	95
Male	94	100		45	50	94	56	60	73	94
Caucasian/White	158	98		61	64	151	97	64	81	94
African American/Black	6	*		*		6	*	*		100
Hispanic	1	*		*		1	*	*		100
Asian or Pacific Islander	7	*		*		7	*	*		0
American Indian or Native Alaskan	0	*		*		0	*	*		0
Economically Disadvantaged	59	97		41	46	55	26	47	71	88
Not Economically Disadvantaged	113	99		69	72	110	78	71	85	97
Migrant	0	*		*		0	*	*		0
Not Migrant	172	98		62	65	165	104	63	81	95
Students with Disabilities	27	*		11	18	24	8	33	56	82
Students without Disabilities	145	100		70	73	141	96	68	85	97
Limited English Proficient	2	*		*		2	*	*		0
Not Limited English Proficient	170	98		62	65	163	104	64	81	95
Super Subgroup	72	96		33	39	67	30	45	67	
Non-Super Subgroup	100	100		75	77	98	74	76	88	

\*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

<b>School:</b> Camden Hills Regional H S
<b>SAU:</b> Five Town CSD
<b>Grade:</b> 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	172	98		64	67	165	98	59	82	95
Female	78	96		70	73	71	43	61	85	95
Male	94	100		58	62	94	55	59	79	94
Caucasian/White	158	98		63	66	151	91	60	82	94
African American/Black	6	*		*		6	*	*		100
Hispanic	1	*		*		1	*	*		100
Asian or Pacific Islander	7	*		*		7	*	*		0
American Indian or Native Alaskan	0	*		*		0	*	*		0
Economically Disadvantaged	59	97		44	49	55	21	38	72	88
Not Economically Disadvantaged	113	99		71	73	110	77	70	86	97
Migrant	0	*		*		0	*	*		0
Not Migrant	172	98		64	67	165	98	59	82	95
Students with Disabilities	27	*		21	28	24	4	17	61	82
Students without Disabilities	145	100		71	73	141	94	67	86	97
Limited English Proficient	2	*		*		2	*	*		0
Not Limited English Proficient	170	98		65	68	163	98	60	83	95
Super Subgroup	72	96		38	43	67	24	36	69	
Non-Super Subgroup	100	100		76	78	98	74	76	88	

\*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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# 2013-2014 NCLB Report Card

School: Camden Hills Regional H S  
SAU: Five Town CSD

## 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>	25	6	16	4	5	1

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	2

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	0.66

<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.