



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 2013-2014: 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 2013 (Grade 3-8), spring of 2014 (High School), spring of 2014 (Alternate Assessment-Science), and spring of 2013 (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 2012-2013 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.

2014-2015 NCLB Report Card

School: Mt Ararat High School

SAU: RSU 75/MSAD 75

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data



2014-2015 NCLB Report Card

School: Mt Ararat High School
SAU: RSU 75/MSAD 75
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	2012-2013	216	207	>95	52	52	48	11	41	25	23	205		
	2013-2014	206	195	95	53	53	48	14	39	25	22	193		
Female	2012-2013	108	106	>95	57	57	51	10	46	28	15			
	2013-2014	92	90	>95	52	52	50	11	41	28	20			
Male	2012-2013	108	101	94	47	47	45	11	36	22	32			
	2013-2014	114	105	92	54	54	45	16	38	22	24			
Caucasian/White	2012-2013	200	193	>95	53	53	49	11	42	25	22			
	2013-2014	197	186	94	54	54	48	14	40	24	22			
African American/Black	2012-2013	2					23							
	2013-2014	1					25							
Hispanic	2012-2013	7					39							
	2013-2014	2					44							
Asian or Pacific Islander	2012-2013	3					50							
	2013-2014	3					48							
American Indian or Native Alaskan	2012-2013	0					24							
	2013-2014	2					33							
Economically Disadvantaged	2012-2013	70	65	93	37	37	33		34	25	38			
	2013-2014	60	50	83	30	30	32		26	34	36			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	34	30	88			14				63			
	2013-2014	33	30	91			16				57			
Limited English Proficient	2012-2013	2					10							
	2013-2014	1					10							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

School: Mt Ararat High School
SAU: RSU 75/MSAD 75
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	2012-2013	216	208	>95	42	42	48	6	37	33	25	206	
	2013-2014	206	194	94	53	53	49		48	26	21	192	
Female	2012-2013	108	107	>95	44	44	47		42	36	21		
	2013-2014	92	90	>95	48	48	47		43	29	23		
Male	2012-2013	108	101	94	41	41	49	10	31	30	30		
	2013-2014	114	104	91	57	57	50		52	24	19		
Caucasian/White	2012-2013	200	194	>95	43	43	49	6	37	34	24		
	2013-2014	197	185	94	54	54	50		49	26	21		
African American/Black	2012-2013	2					18						
	2013-2014	1					23						
Hispanic	2012-2013	7					36						
	2013-2014	2					41						
Asian or Pacific Islander	2012-2013	3					61						
	2013-2014	3					64						
American Indian or Native Alaskan	2012-2013	0					29						
	2013-2014	2					30						
Economically Disadvantaged	2012-2013	70	66	94	29	29	31		27	38	33		
	2013-2014	60	49	82	27	27	32		24	33	41		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	34	30	88			14				73		
	2013-2014	33	29	88			16				55		
Limited English Proficient	2012-2013	2					15						
	2013-2014	1					19						

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2014-2015 NCLB Report Card

School: Mt Ararat High School
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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	2012-2013	216	211	>95	45	45	41	6	39	27	28	209	
	2013-2014	206	198	>95	57	57	44		52	21	22	196	
Female	2012-2013	108	107	>95	47	47	37		44	28	25		
	2013-2014	92	90	>95	51	51	41		50	27	22		
Male	2012-2013	108	104	>95	42	42	44		34	26	32		
	2013-2014	114	108	95	61	61	46		54	17	22		
Caucasian/White	2012-2013	200	196	>95	46	46	42	6	40	27	27		
	2013-2014	197	189	>95	57	57	45		52	20	23		
African American/Black	2012-2013	2					17						
	2013-2014	1					17						
Hispanic	2012-2013	7					30						
	2013-2014	2					36						
Asian or Pacific Islander	2012-2013	3					45						
	2013-2014	3					54						
American Indian or Native Alaskan	2012-2013	0					22						
	2013-2014	2					28						
Economically Disadvantaged	2012-2013	70	68	>95	31	31	27		31	26	43		
	2013-2014	60	53	88	40	40	29		38	25	36		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	34	30	88			12				67		
	2013-2014	33	29	88			15				62		
Limited English Proficient	2012-2013	2					10						
	2013-2014	1					10						

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2014-2015 NCLB Report Card

School: Mt Ararat High School
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Grade: High School

GROUP	Reading Accountability Data									2012-13 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	206	95		52	63	191	103	54	78	88
Female	92	>95		58	70	86	46	53	82	90
Male	114	92	95	46	58	105	57	54	75	85
Caucasian/White	197	94	95	54	63	183	100	55	78	87
African American/Black	1	*		*			*	*		100
Hispanic	2	*		*			*	*		100
Asian or Pacific Islander	3	*		*			*	*		100
American Indian or Native Alaskan	2	*		*			*	*		100
Economically Disadvantaged	60	83		38	46	49	15	31	68	72
Migrant	0	*		*			*	*		0
Students with Disabilities	33	*			31	30			59	77
Limited English Proficient	1	*		*			*	*		100
Super Subgroup	81	88		34	43	69	21	30	66	

*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 did not meet minimum requirements.
 The source of information for this report is the Maine Department of Education.



2014-2015 NCLB Report Card

School: Mt Ararat High School
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Grade: High School

GROUP	Mathematics Accountability Data									2012-13 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	206	94	95	43	56	190	102	54	74	88
Female	92	>95		46	56	86	43	50	74	90
Male	114	91		40	57	104	59	57	74	85
Caucasian/White	197	94	95	43	56	182	99	54	74	87
African American/Black	1	*		*			*	*		100
Hispanic	2	*		*			*	*		100
Asian or Pacific Islander	3	*		*			*	*		100
American Indian or Native Alaskan	2	*		*			*	*		100
Economically Disadvantaged	60	82		29	37	48	13	27	62	72
Migrant	0	*		*			*	*		0
Students with Disabilities	33	*			24	29			55	77
Limited English Proficient	1	*		*			*	*		100
Super Subgroup	81	86		26	36	68	19	28	62	

*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 did not meet minimum requirements.
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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	11	15	20	13	3	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, 2014	0

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	4.97

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.