



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: Wells High School

SAU: Wells-Ogunquit CSD

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2013-2014 NCLB Report Card

School: Wells High School
SAU: Wells-Ogunquit CSD
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	111	106	95	58	58	47	8	49	23	20	104	2	0
	2012-2013	103	99	96	62	62	48	8	54	27	11	97	2	0
Female	2011-2012	48	47	98	64	64	51	13	51	23	13			
	2012-2013	62	59	95	61	61	51	2	59	29	10			
Male	2011-2012	63	59	94	53	53	43	5	47	22	25			
	2012-2013	41	40	98	63	63	45	18	45	25	13			
Caucasian/White	2011-2012	107	102	95	59	59	48	9	50	23	19			
	2012-2013	96	92	96	62	62	49	9	53	28	10			
African American/Black	2011-2012	1	1	100			28							
	2012-2013	2	2	100			23							
Hispanic	2011-2012	1	1	100			30							
	2012-2013	2	2	100			39							
Asian or Pacific Islander	2011-2012	0	0				48							
	2012-2013	2	2	100			50							
American Indian or Native Alaskan	2011-2012	0	0				35							
	2012-2013	0	0				24							
Economically Disadvantaged	2011-2012	28	28	100	29	29	31	<1	29	39	32			
	2012-2013	26	26	100	58	58	33	12	46	27	15			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	19	15	79	13	13	16	7	7	27	60			
	2012-2013	14	13	93	31	31	14	<1	31	31	38			
Limited English Proficient	2011-2012	1	1	100			13							
	2012-2013	0	0				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: Wells High School
SAU: Wells-Ogunquit 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	111	106	95	60	60	47	9	51	23	17	104	2
	2012-2013	103	99	96	71	71	48	11	60	22	7	97	2
Female	2011-2012	48	47	98	64	64	46	6	57	23	13		
	2012-2013	62	59	95	68	68	47	7	61	31	2		
Male	2011-2012	63	59	94	58	58	47	12	46	22	20		
	2012-2013	41	40	98	75	75	49	18	58	10	15		
Caucasian/White	2011-2012	107	102	95	63	63	48	10	53	22	16		
	2012-2013	96	92	96	71	71	49	11	60	22	8		
African American/Black	2011-2012	1	1	100			21						
	2012-2013	2	2	100			18						
Hispanic	2011-2012	1	1	100			32						
	2012-2013	2	2	100			36						
Asian or Pacific Islander	2011-2012	0	0				55						
	2012-2013	2	2	100			61						
American Indian or Native Alaskan	2011-2012	0	0				33						
	2012-2013	0	0				29						
Economically Disadvantaged	2011-2012	28	28	100	32	32	30	11	21	36	32		
	2012-2013	26	26	100	58	58	31	15	42	23	19		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	19	15	79	13	13	15	7	7	13	73		
	2012-2013	14	13	93	31	31	14	<1	31	31	38		
Limited English Proficient	2011-2012	1	1	100			15						
	2012-2013	0	0				15						

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2013-2014 NCLB Report Card

School: Wells High School
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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	111	101	91	50	50	44	6	44	19	32	99	2
	2012-2013	103	96	93	35	35	41	2	33	33	31	94	2
Female	2011-2012	48	42	88	48	48	40	5	43	19	33		
	2012-2013	62	60	97	27	27	37	<1	27	42	32		
Male	2011-2012	63	59	94	51	51	49	7	44	19	31		
	2012-2013	41	36	88	50	50	44	6	44	19	31		
Caucasian/White	2011-2012	107	97	91	51	51	45	6	44	19	31		
	2012-2013	96	89	93	35	35	42	2	33	34	31		
African American/Black	2011-2012	1	1	100			20						
	2012-2013	2	2	100			17						
Hispanic	2011-2012	1	1	100			32						
	2012-2013	2	2	100			30						
Asian or Pacific Islander	2011-2012	0	0				45						
	2012-2013	2	2	100			45						
American Indian or Native Alaskan	2011-2012	0	0				34						
	2012-2013	0	0				22						
Economically Disadvantaged	2011-2012	28	26	93	23	23	30	<1	23	27	50		
	2012-2013	26	24	92	33	33	27	4	29	33	33		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	19	16	84	13	13	16	<1	13	13	75		
	2012-2013	14	12	86	<1	<1	12	<1	<1	50	50		
Limited English Proficient	2011-2012	1	1	100			10						
	2012-2013	0	0				10						

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

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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	103	96		57	61	98	61	62	79	99
Female	62	95		64	67	59	36	61	82	100
Male	41	98		52	56	39	25	64	76	98
Caucasian/White	96	96		58	62	91	57	63	79	99
African American/Black	2	*		*		2	*	*		100
Hispanic	2	*		*		2	*	*		100
Asian or Pacific Islander	2	*		*		2	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		0
Economically Disadvantaged	26	*		29	35	26	15	58	65	98
Not Economically Disadvantaged	77	95		68	71	72	46	64	84	100
Migrant	0	*		*		0	*	*		0
Not Migrant	103	96		57	61	98	61	62	79	99
Students with Disabilities	14	*		13	20	13	4	31	57	94
Students without Disabilities	89	97		64	67	85	57	67	82	100
Limited English Proficient	0	*		*		0	*	*		0
Not Limited English Proficient	103	96		58	62	98	61	62	79	99
Super Subgroup	37	*		24	30	36	18	50	62	
Non-Super Subgroup	66	95		75	77	62	43	69	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

School: Wells High School
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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	103	96		60	63	98	70	71	80	99
Female	62	95		64	67	59	40	68	82	100
Male	41	98		57	61	39	30	77	79	98
Caucasian/White	96	96		62	65	91	65	71	81	99
African American/Black	2	*		*		2	*	*		100
Hispanic	2	*		*		2	*	*		100
Asian or Pacific Islander	2	*		*		2	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		0
Economically Disadvantaged	26	*		32	38	26	15	58	66	98
Not Economically Disadvantaged	77	95		70	73	72	55	76	85	100
Migrant	0	*		*		0	*	*		0
Not Migrant	103	96		60	63	98	70	71	80	99
Students with Disabilities	14	*		13	20	13	4	31	57	94
Students without Disabilities	89	97		68	71	85	66	78	84	100
Limited English Proficient	0	*		*		0	*	*		0
Not Limited English Proficient	103	96		61	64	98	70	71	81	99
Super Subgroup	37	*		27	33	36	19	53	64	
Non-Super Subgroup	66	95		78	80	62	51	82	89	

*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	15	8	11	0	4	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	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	0

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.