



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

# 2014-2015 NCLB Report Card

School: Wells High School

SAU: Wells-Ogunquit CSD

## Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data



# 2014-2015 NCLB Report Card

<b>School:</b> Wells High School
<b>SAU:</b> Wells-Ogunquit 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	2012-2013	103	99	>95	62	62	48		54	27	11	97		
	2013-2014	115	108	94	57	57	48	12	45	32	10	105		
Female	2012-2013	62	59	95	61	61	51		59	29				
	2013-2014	59	55	93	53	53	50		45	35				
Male	2012-2013	41	40	>95	63	63	45		45	25				
	2013-2014	56	53	95	62	62	45		45	30				
Caucasian/White	2012-2013	96	92	>95	62	62	49		53	28				
	2013-2014	109	102	94	57	57	48	13	44	32	11			
African American/Black	2012-2013	2					23							
	2013-2014	0					25							
Hispanic	2012-2013	2					39							
	2013-2014	4					44							
Asian or Pacific Islander	2012-2013	2					50							
	2013-2014	0					48							
American Indian or Native Alaskan	2012-2013	0					24							
	2013-2014	0					33							
Economically Disadvantaged	2012-2013	26	26	>95	58	58	33		46					
	2013-2014	28	26	93	46	46	32		38					
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	14	13	93			14							
	2013-2014	16	15	94			16							
Limited English Proficient	2012-2013	0					10							
	2013-2014	3					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:** 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	2012-2013	103	99	>95	71	71	48	11	60	22		97	
	2013-2014	115	108	94	64	64	49	11	53	24	12	105	
Female	2012-2013	62	59	95	68	68	47		61	31			
	2013-2014	59	55	93	62	62	47		55	22			
Male	2012-2013	41	40	>95	75	75	49		58				
	2013-2014	56	53	95	66	66	50		51	26			
Caucasian/White	2012-2013	96	92	>95	71	71	49	11	60	22			
	2013-2014	109	102	94	63	63	50	12	51	25	13		
African American/Black	2012-2013	2					18						
	2013-2014	0					23						
Hispanic	2012-2013	2					36						
	2013-2014	4					41						
Asian or Pacific Islander	2012-2013	2					61						
	2013-2014	0					64						
American Indian or Native Alaskan	2012-2013	0					29						
	2013-2014	0					30						
Economically Disadvantaged	2012-2013	26	26	>95	58	58	31		42				
	2013-2014	28	26	93	46	46	32		42				
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	14	13	93			14						
	2013-2014	16	15	94			16						
Limited English Proficient	2012-2013	0					15						
	2013-2014	3					19						

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# 2014-2015 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	2012-2013	103	96	93	35	35	41		33	33	31	94	
	2013-2014	115	98	85	48	48	44		42	31	21	95	
Female	2012-2013	62	60	>95	27	27	37		27	42	32		
	2013-2014	59	48	81	40	40	41		35	38	23		
Male	2012-2013	41	36	88	50	50	44		44		31		
	2013-2014	56	50	89	56	56	46		48	24	20		
Caucasian/White	2012-2013	96	89	93	35	35	42		33	34	31		
	2013-2014	109	92	84	46	46	45		39	32	23		
African American/Black	2012-2013	2					17						
	2013-2014	0					17						
Hispanic	2012-2013	2					30						
	2013-2014	4					36						
Asian or Pacific Islander	2012-2013	2					45						
	2013-2014	0					54						
American Indian or Native Alaskan	2012-2013	0					22						
	2013-2014	0					28						
Economically Disadvantaged	2012-2013	26	24	92			27						
	2013-2014	28	23	82			29						
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	14	12	86			12						
	2013-2014	16	12	75			15						
Limited English Proficient	2012-2013	0					10						
	2013-2014	3					10						

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# 2014-2015 NCLB Report Card

**School:** Wells High School  
**SAU:** Wells-Ogunquit CSD  
**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	115	94	95	62	64	107	62	58	79	96
Female	59	93	>95	61	70	55	29	53	82	100
Male	56	95		64	60	52	33	63	76	94
Caucasian/White	109	94	95	63	65	101	58	57	79	96
African American/Black	0	*		*			*	*		100
Hispanic	4	*		*			*	*		100
Asian or Pacific Islander	0	*		*			*	*		0
American Indian or Native Alaskan	0	*		*			*	*		0
Economically Disadvantaged	28	*		58	41	25	12	48	65	90
Migrant	0	*		*			*	*		0
Students with Disabilities	16	*			28	15			57	96
Limited English Proficient	3	*		*			*	*		50
Super Subgroup	39	*		50	37	35	15	43	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.  
 The source of information for this report is the Maine Department of Education.



# 2014-2015 NCLB Report Card

**School:** Wells High School  
**SAU:** Wells-Ogunquit CSD  
**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	115	94	95	71	67	107	69	64	80	96
Female	59	93	>95	68	70	55	34	62	82	100
Male	56	95		77	64	52	35	67	79	94
Caucasian/White	109	94	95	71	68	101	64	63	81	96
African American/Black	0	*		*			*	*		100
Hispanic	4	*		*			*	*		100
Asian or Pacific Islander	0	*		*			*	*		0
American Indian or Native Alaskan	0	*		*			*	*		0
Economically Disadvantaged	28	*		58	43	25	12	48	66	90
Migrant	0	*		*			*	*		0
Students with Disabilities	16	*			28	15			57	96
Limited English Proficient	3	*		*			*	*		50
Super Subgroup	39	*		53	39	35	17	49	64	

\*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: Wells High School  
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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 <sup>1</sup>	17	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, 2014	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	0.65

<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.