



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: Lisbon High School

SAU: Lisbon Public Schools

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# 2014-2015 NCLB Report Card

**School:** Lisbon High School  
**SAU:** Lisbon Public Schools  
**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	113	106	94	42	42	48		42	28	29	105		
	2013-2014	91	84	92	39	40	48		38	31	30	83		
Female	2012-2013	54	53	>95	47	47	51		45	30	23			
	2013-2014	44	38	86	45	45	50		45	34				
Male	2012-2013	59	53	90	38	38	45		38	26	36			
	2013-2014	47	46	>95	35	35	45		33	28	37			
Caucasian/White	2012-2013	106	99	93	44	44	49		43	27	28			
	2013-2014	83	76	92	41	41	48		41	30	29			
African American/Black	2012-2013	4					23							
	2013-2014	2					25							
Hispanic	2012-2013	2					39							
	2013-2014	6					44							
Asian or Pacific Islander	2012-2013	0					50							
	2013-2014	0					48							
American Indian or Native Alaskan	2012-2013	1					24							
	2013-2014	0					33							
Economically Disadvantaged	2012-2013	54	48	89	38	38	33		38	29	33			
	2013-2014	45	40	89		24	32			43	35			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	16	14	88			14				79			
	2013-2014	12					16							
Limited English Proficient	2012-2013	0					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:** Lisbon High School  
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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	113	106	94	38	37	48		37	34	28	105	
	2013-2014	91	84	92	44	44	49		43	35	21	83	
Female	2012-2013	54	53	>95	36	35	47		34	36	28		
	2013-2014	44	38	86	50	50	47		50	32			
Male	2012-2013	59	53	90	40	40	49		40	32	28		
	2013-2014	47	46	>95	39	40	50		37	37	24		
Caucasian/White	2012-2013	106	99	93	39	39	49		38	31	29		
	2013-2014	83	76	92	45	45	50		45	36	20		
African American/Black	2012-2013	4					18						
	2013-2014	2					23						
Hispanic	2012-2013	2					36						
	2013-2014	6					41						
Asian or Pacific Islander	2012-2013	0					61						
	2013-2014	0					64						
American Indian or Native Alaskan	2012-2013	1					29						
	2013-2014	0					30						
Economically Disadvantaged	2012-2013	54	48	89	40	39	31		38	27	33		
	2013-2014	45	40	89		24	32			43	35		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	16	14	88			14				79		
	2013-2014	12					16						
Limited English Proficient	2012-2013	0					15						
	2013-2014	1					19						

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# 2014-2015 NCLB Report Card

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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	113	111	>95	30	30	41		30	39	32	110	
	2013-2014	91	84	92	33	33	44		32	35	32	83	
Female	2012-2013	54	54	>95	28	28	37		28	44	28		
	2013-2014	44	38	86	32	33	41		32	39	29		
Male	2012-2013	59	57	>95	32	32	44		32	33	35		
	2013-2014	47	46	>95	35	33	46		33	30	35		
Caucasian/White	2012-2013	106	104	>95	31	31	42		31	38	32		
	2013-2014	83	76	92	36	35	45		36	33	32		
African American/Black	2012-2013	4					17						
	2013-2014	2					17						
Hispanic	2012-2013	2					30						
	2013-2014	6					36						
Asian or Pacific Islander	2012-2013	0					45						
	2013-2014	0					54						
American Indian or Native Alaskan	2012-2013	1					22						
	2013-2014	0					28						
Economically Disadvantaged	2012-2013	54	53	>95	26	26	27		26	36	38		
	2013-2014	45	39	87			29			46	36		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	16	16	>95			12				94		
	2013-2014	12					15						
Limited English Proficient	2012-2013	0					10						
	2013-2014	1					10						

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

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# 2014-2015 NCLB Report Card

**School:** Lisbon High School  
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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	89	93	>95	44	48	83	33	40	69	86
Female	42	88	>95	47	48	37	17	46	69	88
Male	47	>95		40	48	46	16	35	69	85
Caucasian/White	81	93	>95	46	50	75	31	41	70	86
African American/Black	2	*		*			*	*		100
Hispanic	6	*		*			*	*		100
Asian or Pacific Islander	0	*		*			*	*		0
American Indian or Native Alaskan	0	*		*			*	*		0
Economically Disadvantaged	43	91		38	45	39			67	82
Migrant	0	*		*			*	*		0
Students with Disabilities	11	*			10		*	*	50	69
Limited English Proficient	1	*		*			*	*		100
Super Subgroup	47	89		33	43	42	10	24	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:** Lisbon 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	89	93	>95	39	53	83	37	45	72	86
Female	42	88	>95	36	55	37	19	51	73	88
Male	47	>95		42	51	46	18	39	71	85
Caucasian/White	81	93	>95	41	56	75	34	45	74	86
African American/Black	2	*		*			*	*		100
Hispanic	6	*		*			*	*		100
Asian or Pacific Islander	0	*		*			*	*		0
American Indian or Native Alaskan	0	*		*			*	*		0
Economically Disadvantaged	43	91		40	43	39			66	82
Migrant	0	*		*			*	*		0
Students with Disabilities	11	*			17		*	*	54	69
Limited English Proficient	1	*		*			*	*		100
Super Subgroup	47	89		35	40	42	12	29	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.  
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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>	9	6	7	1	0	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	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

<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.