



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 Educational Assessment (MEA) data disaggregated into subgroups, attendance and graduation rates, status of NCLB 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:

**MEA Data 2014-2015:** Assessment data for English Language Arts/Literacy 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 MEA data is from the tests given in the spring of 2015.

**NCLB Accountability:** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in English Language Arts/ Literacy and Mathematics. This system has been established to comply with the accountability provisions approved in Maine’s NCLB Accountability Waiver. New school-level performance targets will be established for the 2016-2017 school year.

**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.

A handwritten signature in cursive script, reading "William H. Beardsley".

William H. Beardsley  
Acting Commissioner of Education

# 2015-2016 NCLB Report Card

School: Lisbon High School

SAU: Lisbon Public Schools

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# 2015-2016 NCLB Report Card

**School:** Lisbon High School  
**SAU:** Lisbon Public Schools  
**Grade:** High School

English Language Arts/Literacy 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	2013-2014													
	2014-2015	70	59	84	66	66	48	20	46	17	17	58		
Female	2013-2014													
	2014-2015	29	25	86	68	68	57		48					
Male	2013-2014													
	2014-2015	41	34	83	65	65	39		44					
Caucasian/White	2013-2014													
	2014-2015	65	55	85	67	67	49	20	47					
African American/Black	2013-2014													
	2014-2015	2					21							
Hispanic	2013-2014													
	2014-2015	1					42							
Asian or Pacific Islander	2013-2014													
	2014-2015	1					50							
American Indian or Native Alaskan	2013-2014													
	2014-2015	1					24							
Economically Disadvantaged	2013-2014													
	2014-2015	32	26	81	58	58	35		42					
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	11					18							
Limited English Proficient	2013-2014													
	2014-2015	1					19							

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

\* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



# 2015-2016 NCLB Report Card

**School:** Lisbon High School  
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**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	2013-2014												
	2014-2015	70	61	87	34	34	26		26	21	44	60	
Female	2013-2014												
	2014-2015	29	25	86			27				44		
Male	2013-2014												
	2014-2015	41	36	88	36	36	24		31		44		
Caucasian/White	2013-2014												
	2014-2015	65	57	88	37	37	26		28	19	44		
African American/Black	2013-2014												
	2014-2015	2					12						
Hispanic	2013-2014												
	2014-2015	1					20						
Asian or Pacific Islander	2013-2014												
	2014-2015	1					34						
American Indian or Native Alaskan	2013-2014												
	2014-2015	1											
Economically Disadvantaged	2013-2014												
	2014-2015	32	28	88			14			36	43		
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	11					9						
Limited English Proficient	2013-2014												
	2014-2015	1					11						

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

\* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



# 2015-2016 NCLB Report Card

**School:** Lisbon 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	2013-2014	91	84	92	33	33	44		32	35	32	83	
	2014-2015	69	55	80	40	40	43		38	40	20	54	
Female	2013-2014	44	38	86	32	33	41		32	39	29		
	2014-2015	28	24	86			42						
Male	2013-2014	47	46	>95	35	33	46		33	30	35		
	2014-2015	41	31	76	45	45	44		42	42			
Caucasian/White	2013-2014	83	76	92	36	35	45		36	33	32		
	2014-2015	65	51	78	39	39	44		37	41	20		
African American/Black	2013-2014	2					17						
	2014-2015	2					17						
Hispanic	2013-2014	6					36						
	2014-2015	0					41						
Asian or Pacific Islander	2013-2014	0					54						
	2014-2015	1					44						
American Indian or Native Alaskan	2013-2014	0					28						
	2014-2015	1					27						
Economically Disadvantaged	2013-2014	45	39	87			29			46	36		
	2014-2015	30	25	83			28			44			
Migrant	2013-2014	0											
	2014-2015	0											
Students with Disabilities	2013-2014	12					15						
	2014-2015	11					14						
Limited English Proficient	2013-2014	1					10						
	2014-2015	0					11						

**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



# 2015-2016 NCLB Report Card

**School:** Lisbon High School  
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**Grade:** High School

GROUP	English Language Arts/Literacy Accountability Data									2013-14 % Graduation Rate Target = 90%
	Participation Target = 95%			Achievement						
	Number Enrolled	Percent Participated	Average Percent	2013-14 % Proficient	2014-15			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	70	84				58	38	66		91
Female	29	*				25	17	68		95
Male	41	83				33	21	64		88
Caucasian/White	65	85				54	36	67		91
African American/Black	2	*					*	*		100
Hispanic	1	*					*	*		100
Asian or Pacific Islander	1	*					*	*		0
American Indian or Native Alaskan	1	*					*	*		100
Economically Disadvantaged	32	*				25	14	56		87
Migrant	0	*					*	*		0
Students with Disabilities	11	*					*	*		95
Limited English Proficient	1	*					*	*		0
Super Subgroup	38	*				31	15	48		

\*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. Data are suppressed for any cell representing fewer than 10 students.

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.



# 2015-2016 NCLB Report Card

**School:** Lisbon High School  
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**Grade:** High School

GROUP	Mathematics Accountability Data									2013-14 % Graduation Rate Target = 90%
	Participation Target = 95%			Achievement						
	Number Enrolled	Percent Participated	Average Percent	2013-14 % Proficient	2014-15			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	70	87				60	21	35		91
Female	29	*				25				95
Male	41	88				35	13	37		88
Caucasian/White	65	88				56	21	38		91
African American/Black	2	*					*	*		100
Hispanic	1	*					*	*		100
Asian or Pacific Islander	1	*					*	*		0
American Indian or Native Alaskan	1	*					*	*		100
Economically Disadvantaged	32	*				27				87
Migrant	0	*					*	*		0
Students with Disabilities	11	*					*	*		95
Limited English Proficient	1	*					*	*		0
Super Subgroup	38	*				33				

\*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. Data are suppressed for any cell representing fewer than 10 students.

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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The source of information for this report is the Maine Department of Education.

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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>	12	6	9	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, 2015	4

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.