



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: Noble High School

SAU: RSU 60/MSAD 60

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2014-2015 NCLB Report Card

School: Noble High School
SAU: RSU 60/MSAD 60
Grade: 08

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	193	192	>95	72	72	77	10	62	24		188		
	2013-2014	223	221	>95	68	68	71	10	58	22	10	219		
Female	2012-2013	80	79	>95	81	81	82	15	66	15				
	2013-2014	109	108	>95	78	78	79	16	62	17				
Male	2012-2013	113	113	>95	65	65	72		59	30				
	2013-2014	114	113	>95	59	59	64		55	27	13			
Caucasian/White	2012-2013	179	178	>95	71	70	77	8	62	25				
	2013-2014	215	213	>95	68	68	72	10	58	22	10			
African American/Black	2012-2013	2					53							
	2013-2014	1					49							
Hispanic	2012-2013	2					73							
	2013-2014	2					69							
Asian or Pacific Islander	2012-2013	4					81							
	2013-2014	3					81							
American Indian or Native Alaskan	2012-2013	1					68							
	2013-2014	1					71							
Economically Disadvantaged	2012-2013	89	88	>95	65	65	66		58	30				
	2013-2014	95	94	>95	62	62	60		54	27	12			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	42	42	>95	29	28	36		24	60				
	2013-2014	34	34	>95			29			38	35			
Limited English Proficient	2012-2013	2					53							
	2013-2014	2					51							

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: Noble High School
SAU: RSU 60/MSAD 60
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	218	209	>95	46	45	48	6	40	35	19	207		
	2013-2014	211	207	>95	51	51	48	9	43	31	18	206		
Female	2012-2013	113	109	>95	50	50	51		46	39	11			
	2013-2014	86	84	>95	60	60	50		49	25	15			
Male	2012-2013	105	100	95	41	39	45		33	32	27			
	2013-2014	125	123	>95	46	45	45		38	35	20			
Caucasian/White	2012-2013	202	194	>95	47	46	49	7	40	35	18			
	2013-2014	197	193	>95	52	51	48	9	42	31	18			
African American/Black	2012-2013	5					23							
	2013-2014	4					25							
Hispanic	2012-2013	2					39							
	2013-2014	1					44							
Asian or Pacific Islander	2012-2013	7					50							
	2013-2014	7					48							
American Indian or Native Alaskan	2012-2013	1					24							
	2013-2014	1					33							
Economically Disadvantaged	2012-2013	85	80	94	31	30	33		29	41	28			
	2013-2014	70	67	>95	39	38	32		37	34	27			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	36	33	92			14				52			
	2013-2014	25	23	92			16				65			
Limited English Proficient	2012-2013	6					10							
	2013-2014	3					10							

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2014-2015 NCLB Report Card

School: Noble High School
SAU: RSU 60/MSAD 60
Grade: 08

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	193	192	>95	62	62	61	14	48	22	16	188	
	2013-2014	223	221	>95	60	60	56	18	43	20	19	219	
Female	2012-2013	80	79	>95	65	65	62		53	23	13		
	2013-2014	109	108	>95	61	61	59	15	46	26	13		
Male	2012-2013	113	113	>95	60	60	60	15	45	21	19		
	2013-2014	114	113	>95	59	59	54	20	39	15	26		
Caucasian/White	2012-2013	179	178	>95	60	60	62	13	47	22	17		
	2013-2014	215	213	>95	61	60	57	18	42	21	19		
African American/Black	2012-2013	2					33						
	2013-2014	1					28						
Hispanic	2012-2013	2					59						
	2013-2014	2					41						
Asian or Pacific Islander	2012-2013	4					71						
	2013-2014	3					72						
American Indian or Native Alaskan	2012-2013	1					49						
	2013-2014	1					49						
Economically Disadvantaged	2012-2013	89	88	>95	55	55	47		45	23	23		
	2013-2014	95	94	>95	50	50	40	13	37	26	24		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	42	42	>95			22			24	55		
	2013-2014	34	34	>95			18			29	56		
Limited English Proficient	2012-2013	2					35						
	2013-2014	2					30						

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2014-2015 NCLB Report Card

School: Noble High School
SAU: RSU 60/MSAD 60
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	218	210	>95	57	56	48		55	29	14	208	
	2013-2014	211	206	>95	59	58	49		55	30	11	205	
Female	2012-2013	113	109	>95	61	61	47		60	26	13		
	2013-2014	86	83	>95	61	61	47		60	30			
Male	2012-2013	105	101	>95	52	50	49		50	32	16		
	2013-2014	125	123	>95	57	56	50		51	30	13		
Caucasian/White	2012-2013	202	195	>95	58	57	49		56	28	14		
	2013-2014	197	192	>95	59	58	50		55	29	12		
African American/Black	2012-2013	5					18						
	2013-2014	4					23						
Hispanic	2012-2013	2					36						
	2013-2014	1					41						
Asian or Pacific Islander	2012-2013	7					61						
	2013-2014	7					64						
American Indian or Native Alaskan	2012-2013	1					29						
	2013-2014	1					30						
Economically Disadvantaged	2012-2013	85	80	94	48	46	31		46	31	21		
	2013-2014	70	67	>95	48	47	32		48	34	18		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	36	34	94			14			29	56		
	2013-2014	25	22	88			16				55		
Limited English Proficient	2012-2013	6					15						
	2013-2014	3					19						

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2014-2015 NCLB Report Card

School: Noble High School
SAU: RSU 60/MSAD 60
Grade: 08

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	199	196	>95	62	62	70	15	47	28	10	192	
	2013-2014	216	212	>95	80	79	73	19	60	14	6	210	
Female	2012-2013	78	76	>95	59	59	69		49	32			
	2013-2014	104	103	>95	83	83	73	15	69	11			
Male	2012-2013	121	120	>95	64	64	71	18	47	25	11		
	2013-2014	112	109	>95	76	75	73	24	52	17			
Caucasian/White	2012-2013	185	182	>95	61	61	71	15	46	28	11		
	2013-2014	208	204	>95	80	80	74	20	61	13	6		
African American/Black	2012-2013	2					39						
	2013-2014	1					42						
Hispanic	2012-2013	2					60						
	2013-2014	2					62						
Asian or Pacific Islander	2012-2013	4					70						
	2013-2014	3					79						
American Indian or Native Alaskan	2012-2013	1					56						
	2013-2014	1					69						
Economically Disadvantaged	2012-2013	94	91	>95	54	54	59		45	30	16		
	2013-2014	83	79	95	71	71	61	13	58	22			
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	45	44	>95	41	40	37		25	30	30		
	2013-2014	36	35	>95	37	36	37		31	40			
Limited English Proficient	2012-2013	1					33						
	2013-2014	2					42						

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2014-2015 NCLB Report Card

School: Noble High School
SAU: RSU 60/MSAD 60
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	218	209	>95	38	38	41		36	25	36	207	
	2013-2014	211	203	>95	46	46	44		43	31	23	202	
Female	2012-2013	113	109	>95	35	35	37		33	32	33		
	2013-2014	86	83	>95	49	49	41		48	25	25		
Male	2012-2013	105	100	95	42	40	44		39	18	40		
	2013-2014	125	120	>95	44	44	46		39	34	22		
Caucasian/White	2012-2013	202	194	>95	39	38	42		37	26	35		
	2013-2014	197	189	>95	47	46	45		43	30	23		
African American/Black	2012-2013	5					17						
	2013-2014	4					17						
Hispanic	2012-2013	2					30						
	2013-2014	1					36						
Asian or Pacific Islander	2012-2013	7					45						
	2013-2014	7					54						
American Indian or Native Alaskan	2012-2013	1					22						
	2013-2014	1					28						
Economically Disadvantaged	2012-2013	85	81	95	27	26	27		25	26	47		
	2013-2014	70	66	94	42	42	29		39	24	33		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	36	34	94			12				76		
	2013-2014	25	22	88			15				64		
Limited English Proficient	2012-2013	6					10						
	2013-2014	3					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: Noble High School
SAU: RSU 60/MSAD 60
Grade: 03-08

Reading Accountability Data

GROUP	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	220	>95		*			*	*	
Female	108	>95		*			*	*	
Male	112	>95		*			*	*	
Caucasian/White	212	>95		*			*	*	
African American/Black	1	*		*			*	*	
Hispanic	2	*		*			*	*	
Asian or Pacific Islander	3	*		*			*	*	
American Indian or Native Alaskan	1	*		*			*	*	
Economically Disadvantaged	95	>95		*			*	*	
Migrant	0	*		*			*	*	
Students with Disabilities	32	*		*			*	*	
Limited English Proficient	2	*		*			*	*	
Super Subgroup	110	>95		*			*	*	

**2012-13
% Attendance Rate
Target = 93%**

91

*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: Noble High School
SAU: RSU 60/MSAD 60
Grade: 03-08

GROUP	Mathematics Accountability Data								
	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	220	>95		*			*	*	
Female	108	>95		*			*	*	
Male	112	>95		*			*	*	
Caucasian/White	212	>95		*			*	*	
African American/Black	1	*		*			*	*	
Hispanic	2	*		*			*	*	
Asian or Pacific Islander	3	*		*			*	*	
American Indian or Native Alaskan	1	*		*			*	*	
Economically Disadvantaged	95	>95		*			*	*	
Migrant	0	*		*			*	*	
Students with Disabilities	32	*		*			*	*	
Limited English Proficient	2	*		*			*	*	
Super Subgroup	110	>95		*			*	*	

2012-13
% Attendance Rate
Target = 93%

91

*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: Noble High School
SAU: RSU 60/MSAD 60
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	211	>95		46	56	204	105	51	74	88
Female	86	>95		50	58	83	49	59	75	93
Male	125	>95		42	53	121	56	46	72	82
Caucasian/White	197	>95		47	56	191	99	52	74	88
African American/Black	4	*		*			*	*		100
Hispanic	1	*		*			*	*		80
Asian or Pacific Islander	7	*		*			*	*		100
American Indian or Native Alaskan	1	*		*			*	*		0
Economically Disadvantaged	70	>95		30	46	67	26	39	68	75
Migrant	0	*		*			*	*		0
Students with Disabilities	25	*			29	23			58	78
Limited English Proficient	3	*		*			*	*		100
Super Subgroup	87	95		27	42	82	30	37	65	

*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: Noble High School
SAU: RSU 60/MSAD 60
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	211	>95		57	62	203	119	59	77	88
Female	86	>95		62	62	82	51	62	77	93
Male	125	>95		52	63	121	68	56	78	82
Caucasian/White	197	>95		58	62	190	112	59	77	88
African American/Black	4	*		*			*	*		100
Hispanic	1	*		*			*	*		80
Asian or Pacific Islander	7	*		*			*	*		100
American Indian or Native Alaskan	1	*		*			*	*		0
Economically Disadvantaged	70	>95		47	48	67	32	48	69	75
Migrant	0	*		*			*	*		0
Students with Disabilities	25	*			28	22			57	78
Limited English Proficient	3	*		*			*	*		100
Super Subgroup	87	94	95	41	44	81	39	48	67	

*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: Noble High School
SAU: RSU 60/MSAD 60

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	35	9	43	2	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	2.9

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.