



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: Noble High School

SAU: RSU 60/MSAD 60

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# 2015-2016 NCLB Report Card

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

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	224	222	>95	34	34	48	5	29	30	36	219		
Female	2013-2014													
	2014-2015	110	108	>95	41	41	56		34	31	28			
Male	2013-2014													
	2014-2015	114	114	>95	28	28	41		24	29	43			
Caucasian/White	2013-2014													
	2014-2015	217	215	>95	34	34	49	6	28	31	35			
African American/Black	2013-2014													
	2014-2015	1					23							
Hispanic	2013-2014													
	2014-2015	2					43							
Asian or Pacific Islander	2013-2014													
	2014-2015	3					57							
American Indian or Native Alaskan	2013-2014													
	2014-2015	1					34							
Economically Disadvantaged	2013-2014													
	2014-2015	87	86	>95	21	21	34		17	31	48			
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	38	38	>95			15				89			
Limited English Proficient	2013-2014													
	2014-2015	2					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:** Noble High School  
**SAU:** RSU 60/MSAD 60  
**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	217	210	>95	58	58	48	15	43	20	22	206		
Female	2013-2014													
	2014-2015	113	109	>95	68	68	57	15	53	19	13			
Male	2013-2014													
	2014-2015	104	101	>95	47	47	39	15	32	22	32			
Caucasian/White	2013-2014													
	2014-2015	204	197	>95	58	58	49	15	44	20	21			
African American/Black	2013-2014													
	2014-2015	3					21							
Hispanic	2013-2014													
	2014-2015	6					42							
Asian or Pacific Islander	2013-2014													
	2014-2015	4					50							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					24							
Economically Disadvantaged	2013-2014													
	2014-2015	75	71	95	46	46	35		38	24	30			
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	40	37	93	27	27	18				57			
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: 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	2013-2014												
	2014-2015	224	223	>95	27	27	33	11	16	36	37	220	
Female	2013-2014												
	2014-2015	110	109	>95	30	30	34	11	19	36	34		
Male	2013-2014												
	2014-2015	114	114	>95	25	25	32	11	13	36	39		
Caucasian/White	2013-2014												
	2014-2015	217	216	>95	28	28	34	12	17	35	37		
African American/Black	2013-2014												
	2014-2015	1					12						
Hispanic	2013-2014												
	2014-2015	2					28						
Asian or Pacific Islander	2013-2014												
	2014-2015	3					45						
American Indian or Native Alaskan	2013-2014												
	2014-2015	1					25						
Economically Disadvantaged	2013-2014												
	2014-2015	87	86	>95	19	19	19			37	44		
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	38	38	>95			10				87		
Limited English Proficient	2013-2014												
	2014-2015	2					13						

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:** 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	2013-2014												
	2014-2015	217	210	>95	29	29	26	7	22	34	37	206	
Female	2013-2014												
	2014-2015	113	109	>95	29	29	27		22	39	31		
Male	2013-2014												
	2014-2015	104	101	>95	29	29	24		23	29	43		
Caucasian/White	2013-2014												
	2014-2015	204	197	>95	29	29	26	7	23	35	36		
African American/Black	2013-2014												
	2014-2015	3					12						
Hispanic	2013-2014												
	2014-2015	6					20						
Asian or Pacific Islander	2013-2014												
	2014-2015	4					34						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0											
Economically Disadvantaged	2013-2014												
	2014-2015	75	71	95	24	24	14		20	31	45		
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	40	37	93			9				81		
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: 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	2013-2014	216	212	>95	80	79	73	19	60	14	6	210	
	2014-2015	224	212	95	68	68	71	18	50	27	5	209	
Female	2013-2014	104	103	>95	83	83	73	15	69	11			
	2014-2015	110	107	>95	69	69	71	14	55	27			
Male	2013-2014	112	109	>95	76	75	73	24	52	17			
	2014-2015	114	105	92	67	67	71	22	45	27			
Caucasian/White	2013-2014	208	204	>95	80	80	74	20	61	13	6		
	2014-2015	217	205	94	68	68	72	19	50	27	5		
African American/Black	2013-2014	1					42						
	2014-2015	1					42						
Hispanic	2013-2014	2					62						
	2014-2015	2					66						
Asian or Pacific Islander	2013-2014	3					79						
	2014-2015	3					78						
American Indian or Native Alaskan	2013-2014	1					69						
	2014-2015	1					55						
Economically Disadvantaged	2013-2014	83	79	95	71	71	61	13	58	22			
	2014-2015	85	77	91	53	53	58		44	35			
Migrant	2013-2014	0											
	2014-2015	0											
Students with Disabilities	2013-2014	36	35	>95	37	36	37		31	40			
	2014-2015	38	31	82			37			55			
Limited English Proficient	2013-2014	2					42						
	2014-2015	2					39						

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

<b>School:</b> Noble High School
<b>SAU:</b> RSU 60/MSAD 60
<b>Grade:</b> 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	2013-2014	211	203	>95	46	46	44		43	31	23	202	
	2014-2015	217	204	94	40	40	43		38	33	27	200	
Female	2013-2014	86	83	>95	49	49	41		48	25	25		
	2014-2015	113	105	93	39	39	42		38	43	18		
Male	2013-2014	125	120	>95	44	44	46		39	34	22		
	2014-2015	104	99	95	40	40	44		37	23	36		
Caucasian/White	2013-2014	197	189	>95	47	46	45		43	30	23		
	2014-2015	203	190	94	41	40	44		38	34	26		
African American/Black	2013-2014	4					17						
	2014-2015	3					17						
Hispanic	2013-2014	1					36						
	2014-2015	6					41						
Asian or Pacific Islander	2013-2014	7					54						
	2014-2015	4					44						
American Indian or Native Alaskan	2013-2014	1					28						
	2014-2015	1					27						
Economically Disadvantaged	2013-2014	70	66	94	42	42	29		39	24	33		
	2014-2015	75	69	92	32	32	28		29	33	35		
Migrant	2013-2014	0											
	2014-2015	0											
Students with Disabilities	2013-2014	25	22	88			15				64		
	2014-2015	39	34	87			14				65		
Limited English Proficient	2013-2014	3					10						
	2014-2015	1					11						

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# 2015-2016 NCLB Report Card

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

GROUP	English Language Arts/Literacy Accountability Data								
	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	224	>95				215	74	34	
Female	110	>95				103	43	42	
Male	114	>95				112	31	28	
Caucasian/White	217	>95				208	71	34	
African American/Black	1	*					*	*	
Hispanic	2	*					*	*	
Asian or Pacific Islander	3	*					*	*	
American Indian or Native Alaskan	1	*					*	*	
Economically Disadvantaged	87	>95				82	18	22	
Migrant	0	*					*	*	
Students with Disabilities	38	*				37			
Limited English Proficient	2	*					*	*	
Super Subgroup	103	>95				98	20	20	

**2013-14  
% Attendance Rate  
Target = 93%**

95

\*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

<b>School:</b> Noble High School
<b>SAU:</b> RSU 60/MSAD 60
<b>Grade:</b> 03-08

Mathematics Accountability Data									
GROUP	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	224	>95				216	60	28	
Female	110	>95				104	32	31	
Male	114	>95				112	28	25	
Caucasian/White	217	>95				209	60	29	
African American/Black	1	*					*	*	
Hispanic	2	*					*	*	
Asian or Pacific Islander	3	*					*	*	
American Indian or Native Alaskan	1	*					*	*	
Economically Disadvantaged	87	>95				82	16	20	
Migrant	0	*					*	*	
Students with Disabilities	38	*				37			
Limited English Proficient	2	*					*	*	
Super Subgroup	103	>95				98	16	16	

2013-14 % Attendance Rate Target = 93%
95

\*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:** Noble High School  
**SAU:** RSU 60/MSAD 60  
**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	217	>95				208	119	57		81
Female	113	>95				108	73	68		86
Male	104	>95				100	46	46		76
Caucasian/White	204	>95				195	113	58		80
African American/Black	3	*					*	*		100
Hispanic	6	*					*	*		67
Asian or Pacific Islander	4	*					*	*		100
American Indian or Native Alaskan	0	*					*	*		50
Economically Disadvantaged	75	95				71	33	46		71
Migrant	0	*					*	*		0
Students with Disabilities	40	*				37	10	27		64
Limited English Proficient	1	*					*	*		100
Super Subgroup	102	94				96	44	46		

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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:** Noble High School  
**SAU:** RSU 60/MSAD 60  
**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	217	>95				208	59	28		81
Female	113	>95				108	31	29		86
Male	104	>95				100	28	28		76
Caucasian/White	204	>95				195	56	29		80
African American/Black	3	*					*	*		100
Hispanic	6	*					*	*		67
Asian or Pacific Islander	4	*					*	*		100
American Indian or Native Alaskan	0	*					*	*		50
Economically Disadvantaged	75	95				71	17	24		71
Migrant	0	*					*	*		0
Students with Disabilities	40	*				37				64
Limited English Proficient	1	*					*	*		100
Super Subgroup	102	94				96	18	19		

\*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: 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 <sup>1</sup>	35	7	40	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, 2015	7

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	4.45

<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.