

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal Mr. Jeffrey Shedd  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Cape Elizabeth High School  
(As it should appear in the official records)

School Mailing Address 345 Ocean House Road  
(If address is P.O. Box, also include street address)

Cape Elizabeth ME 04107-0067  
City State Zip Code+4 (9 digits total)

Tel. (207) 799-3309 Fax (207) 767-8050

Website/URL <http://www.cape.k12.me.us/sHigh.html> E-mail [jshedd@cape.k12.me.us](mailto:jshedd@cape.k12.me.us)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Thomas Forcella  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cape Elizabeth Schools Phone (207) 799-2217

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mrs. Marie Prager  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       1   Elementary schools  
   1   Middle schools  
   0   Junior high schools  
   1   High schools  
   0   Other (Briefly explain)
- 3   TOTAL
2. District Per Pupil Expenditure:       \$7,292.63 (2002-2003)  
     Average State Per Pupil Expenditure: \$7,018.57 (2002-2003)

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   3   Number of years the principal has been in her/his position at this school.  
  NA   If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>				<b>7</b>			
<b>1</b>				<b>8</b>			
<b>2</b>				<b>9</b>	75	68	143
<b>3</b>				<b>10</b>	81	70	151
<b>4</b>				<b>11</b>	69	69	138
<b>5</b>				<b>12</b>	57	57	114
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>546</b>

6. Racial/ethnic composition of the students in the school:
- 97.4 % White
  - 0.7 % Black or African American
  - 0.2 % Hispanic or Latino
  - 1.7 % Asian/Pacific Islander
  - 0.0 % American Indian/Alaskan Native
  - 100% Total**

7. Student turnover, or mobility rate, during the past year: 1.47 % (2002-2003)

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	546
(5)	Subtotal in row (3) divided by total in row (4)	.0073
(6)	Amount in row (5) multiplied by 100	.73%

8. Limited English Proficient students in the school: 0.2%  
1 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: Japanese

9. Students eligible for free/reduced-priced meals: 1.3 %  
7 Total Number Students Who Qualify

*Note: Although Cape Elizabeth High School does not formally participate in the free/reduced lunch program, we use the same guidelines and application process to determine and identify students in need. We subsidize these students locally.*

10. Students receiving special education services:  $\frac{11.7}{64} \%$  Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>7</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>14</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>32</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>4</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>5</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>35</u>	<u>11</u>
Special resource teachers/specialists	<u>8</u>	<u>0</u>
Paraprofessionals	<u>11</u>	<u>2</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>62</u>	<u>14</u>

12. Average school student-“classroom teacher” ratio: 13.5 students:1 teacher (avg. class size = 17.6)
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.2%	95.5%	95.8%	95.9%	93.3%
Daily teacher attendance	97%	95%	Not avail.	Not avail.	Not avail.
Teacher turnover rate	12.1%	11.5%	9.6%	Not avail.	Not avail.
Student dropout rate	2.8%	3.4%	1.7%	0%	Not avail.
Student drop-off rate	9.0%	5.6%	3.4%	7.6%	Not avail.

*Note: The discrepancy between dropout rate and drop-off rate is accounted for in large part by a number of students each year who choose to attend private school part way through high school.*

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	132
Enrolled in a 4-year college or university	87.9%
Enrolled in a community college	4.5%
Enrolled in vocational training	0.0%
Found employment	3.7%
Military service	1.5 %
Other (travel, staying home, etc.)	0.8 %
Unknown	1.6 %
<b>Total</b>	<b>100 %</b>

## **PART III - SUMMARY**

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Cape Elizabeth High School (CEHS) is a public high school located just south of Portland, Maine's economic and cultural center. Cape Elizabeth is a bedroom suburb of Portland with parents who are supportive of education. While there is little racial or ethnic diversity in the community, a significant number of children have parents working in the farming and fishing industries. The vision statement for the Cape Elizabeth schools states our aspiration to be one of the best school systems in the United States. In furtherance of that aspiration, our schools have affiliated themselves with a consortium of school districts across the country that are high-achieving, high-performing school systems. The questions all these systems are working to answer are: (1) do our students do well because of the socioeconomic makeup of our communities or because of the excellent work of our school staffs? (2) how can we continually use data to push ourselves to become better?

Cape Elizabeth High School is a hub of community activity and attention. Our school's extracurricular and athletic teams are a source of community pride. Approximately 70% of our students are involved in athletics. In addition, we have a thriving mix of extracurricular activities. For example, our school jazz band has won an unprecedented five consecutive first-place finishes in the prestigious Berklee Jazz Festival in Boston. Our Mock Trial team has finished first or second in the state four years running.

Our students work hard and are challenged by high expectations. Most students take four years of foreign language. Our math scores on the Maine Educational Assessment have earned us recognition as one of the two top-performing schools in the state in math (the other is the Maine School of Science and Mathematics). Our students earn a disproportionate share of recognitions in the National Merit competition, outstanding results on Advanced Placement exams, and top SAT scores.

At the same time, we have spent considerable thought, time, and attention in the past few years addressing the needs of our slower and more struggling learners. New provisions are in place to support these learners. Their needs continue to occupy much of our time and attention. Descriptions of steps we have taken in this regard are included in the remaining materials. Our Mission and Expectations Statement, targeted at the needs of *all* learners, is as follows:

### *Mission (pending final School Board approval)*

All students entering Cape Elizabeth High School will graduate equipped with a personal plan for the future and with well-rounded skills and knowledge. CEHS will challenge students to reach their potential; to demonstrate self-confidence, respect for others, and responsibility for their community; and to embrace people and ideas that are different.

### Academic Expectations

All students will learn to:

- Write proficiently
- Read well and reflectively
- Conduct appropriate and in-depth research
- Express themselves clearly in oral presentations
- Analyze information and solve problems

Before graduation, students will demonstrate proficiency in each required content area as measured by school-wide assessments.

### Civic and Social Expectations

All students will:

- Demonstrate ethical and responsible behavior
- Treat others the way they would like to be treated
- Demonstrate a spirit of cooperation and teamwork in a climate that embraces diversity

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### Analysis of Results

The Math, Reading, and Writing Maine Educational Assessment (MEA) results for CEHS for the past several years tell a story of proud accomplishment and much work remaining.

On the plus side, CEHS's students perform, on average, in the top 10% of students statewide in each of these skills areas. The following table, for example, uses the data available in part VII of this application to illustrate the average differential, for the latest three years for which data available, between CEHS students' scores on the MEA exam and state averages:

MEA Exam	State 3-year average at or above standards (%)	CEHS 3-year average at or above standards (%)	CEHS Average Compared to State (%)
Mathematics	20.3	51	+30.7%
Writing	50.3	69	+18.7%
Reading	37.3	65.7	+28.4%

No doubt socioeconomics are a contributing factor in this overall success. It is also true, however, that the socioeconomic advantages with which Cape Elizabeth is blessed are, in part, caused by a history of school success. People move to Cape Elizabeth because they see the track record of educational success.

Particular programs keep Cape Elizabeth schools heading in the right direction for the significant majority of our students. In mathematics, there is a solid K-12 program built on the Chicago Math series of textbooks that has been the backbone of instruction for many years. Cape Elizabeth students grow up in a world of math characterized by common vocabulary and common instructional approaches. There are few, if any, gaps in the school system's math courses.

In writing, the key to success has been practice, practice, and practice. As early as the 9<sup>th</sup> grade, all Cape students are required to compile a portfolio of original short stories. CEHS students develop, early on, a rich awareness of voice as a powerful ingredient of effective writing. In addition to the creative side of the writing curriculum, all Cape 9<sup>th</sup> and 10<sup>th</sup> grade students take in their comprehensive school-wide assessments in grammar. CEHS has clung steadfastly to the idea that writers who are fluent in grammar are able to spend more time thinking through the message they wish to convey and less getting fuddled up with how to say things.

While successes are many in these core academic skills areas, CEHS has a long way to go. Recognizing that Maine's Learning Results are among the highest standards in the nation, it is nevertheless concerning that our MEA results shown in the attached tables reveal that an average of 31% of our students over the past three years did not meet standards in reading; 34% did not meet standards in writing, and 49% failed to meet standards in mathematics.

In response to these concerns, CEHS has recently adopted a Mission and Expectations statement that explicitly prioritizes reading and writing as two critical areas all of our students must learn well in order to succeed. We are currently at work developing a school-wide rubric that all of our academic departments will use in measuring student proficiency in writing. That rubric, which is likely to be based on the 6-trait writing approach pioneered by the Northwest Research Education Laboratory (NWREL), will give our teachers a common vocabulary with which to talk to students about effective communication. While there is little new in the rubrics themselves, what will be new are the common expectations across curriculum areas, adopted largely out of concern for the most struggling writers in the school.

Before the end of the school year, a similar school-wide rubric will be adopted in reading. This will truly be a radical step for high school teachers, few of whom are well versed in how to instruct or reinforce the traits of effective, content-area reading. It is a step CEHS teachers are willing to take, despite the extensive training that will be required. The faculty voted almost unanimously in support of our school's expectations statement that invites the community to hold us accountable for our students' reading progress.

## **2. Use of Assessment Data**

In response to concerns about too few math students being on track to meet Maine's Math Learning Results by 11<sup>th</sup> grade, we have begun an initiative to accelerate students up the path to higher math learning. Students in Maine who do not make it to Advanced Algebra during high school will not meet the Math Learning Results. This is a serious problem for approximately 20% of our students. Accordingly, we instituted a course called Maine Learning Results Math, which can be taken for either a semester or year, *in addition to the student's regular math class*, to address specific, targeted deficiency areas. Using a software program called Accelerated Math to identify deficiency areas and to generate individualized assessments and virtually instantaneous scores, our math teachers are able to document precisely the progress being made by each student. So far, the results have been very promising. We target particular students for this supplementary instruction by examining 8<sup>th</sup> grade MEA (Maine Educational Assessment) math results and other objective data, as well as recommendations from middle school teachers.

Study skills is another area where data analysis led to a new program. Data indicated a strong correlation between poor study skills and poor academic results in ninth grade. We adopted a two-fold response. For students most in need, identified by results on a skills inventory administered to all 8<sup>th</sup> graders and on teacher reports, we created an intensive study skills program available as a class for credit. For all other 9<sup>th</sup> grade students, we created Focus 9, a highly structured study hall that includes instruction in study skills. Perhaps in part as a result of these initiatives, our failure rate for 9<sup>th</sup> graders during the first semester has been significantly lower than normal. The program will be adjusted based on feedback, but it has been a successful pilot.

## **3. Communication of Performance**

CEHS employs multiple avenues of communication to inform parent and students of progress. We use, of course, traditional report cards and progress reports. In connection with our Focus 9 program for 9<sup>th</sup> graders, this year we also began including on report cards comments about how well students use study hall time. We mail home MEA results to the families of each student. For parents of juniors, about 98% of whom take the PSAT's as sophomores, we hold annual sessions to help parents understand the results they are seeing. We hold annual parent-teacher conferences where many teachers show parents work from student portfolios.

We are also experimenting with more regular communications with parents of students who struggle on school-wide common assessments in English and math. When students do poorly on those assessments, they are given opportunities to replace poor grades with better grades on replacement assessments. Review sessions are scheduled before these replacement assessments may be taken, and parents are informed of this opportunity in writing each time.

Annual reports to the community are made through the School Board. Beginning next year, we expect to institute annual State of the School events where our student results, both good and bad, are made public

and discussed.

#### 4. Sharing Successes with Other Schools

As mentioned previously, CEHS is a member of a consortium of schools across the nation, the members of which share data, success stories, and challenges. Schools in the consortium are located in Missouri, Massachusetts, and Pennsylvania, among others. The consortium provides a strong incentive for all of the member schools not to be content to rest on their past strong performances.

In addition, CEHS staff regularly attend conferences where they network with fellow educators, sharing both successes and failures. In the event that CEHS is chosen as a Blue Ribbon school, we would be more than happy to open our school doors to educators from all over. In the process, we will be looking to steal their good ideas!

## PART V – CURRICULUM AND INSTRUCTION

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### 1. Curriculum Description

Foreign Language. Foreign Language is available through Level VI in French and Spanish. Instruction begins in foreign language for all students in the Cape Elizabeth system in grade three. Beginning in high school, students may also elect Latin as a second area of foreign language study. Over 80% of our students take a foreign language at least through Level III. The vast majority of those students take foreign language for four years.

The Arts. Our arts programs include offerings in visual arts, music, and theater. All students must take at least one year of art as a prerequisite for high school graduation. Our music program features three distinct concert bands—a rarity for a school of fewer than 600 students—and a renowned extracurricular jazz program. Our theater students may select from introductory and advanced classes in performance and another course in behind-the-stages technical theater. Our visual arts students take an introductory course in Art Fundamentals and have many other electives available ranging from photography to ceramics.

Math. CEHS students must take at least three years of math. Over 90% take four years or more. Entering math students take courses ranging from pre-Algebra to Advanced Algebra. The majority of students enter CEHS having taken algebra in grade 8, beginning with geometry as a first course in high school. Two levels of most classes are offered: Honors and College Preparatory. Advanced Placement classes in statistics and calculus are widely subscribed by juniors and seniors.

English. CEHS students take four years of English. In grade 9, the content focuses around an introduction to various literary genres; in 10, on world literature; in 11, on American literature; and in grade 12, on a variety of writing experiences, including a major research paper produced by all students regardless of level. The thread that runs all through our English program is writing. Courses are offered at two levels: Honors and College Preparatory. Advanced Placement offerings are available to junior and senior year students.

Social Studies. CEHS students must take at least three years of social studies. The first 1 ½ years of study focus around a thematic study of world history. A significant country study is conducted in grade 10, with a major class presentation on the country studied. In grade 11, students take U.S. history. The feature task is an extensive research paper that all students must complete. Finally, they take a one-semester class in government as seniors.

Science. All CEHS students must take at least three years of science. More than 90% take four years. As a result of a recent curriculum investigation, students begin their studies in science with physics in grade 9, chemistry in grade 10, and biology in grade 11. Physics features extensive use of electronic sensor lab equipment to take students to higher levels of conceptual understanding. Biology is very much focused on molecular aspects of biology and genetics, not more traditional topics such as classification of organisms, animals, and plants.

## **2. English Curriculum and Reading**

The English curriculum is described briefly in the previous section. This year, the school reexamined and redefined its mission and expectations. As a result of that discussion, faculty agreed (and the School Board approved) that reading must be a priority area for attention in all departments. We have tentatively identified a rubric that we may adopt on a school-wide basis to serve as a focus for our efforts in reading. Before the end of this year, we will make a final decision concerning this rubric.

The school is only in its initial stages of confronting the inadequate reading fluency of approximately one-third of our students. As a pilot program this year, we are including in our intensive study skills course a component in reading targeted at enhancing fluency and comprehension utilizing a software program known as Accelerated Reader. Results of this approach are in their very early stages. It is the plan to assess all 8<sup>th</sup> graders in the spring regarding their grade-level reading ability using diagnostic software that is included in Accelerated Reader. The resulting data will be shared with teachers and serve as a baseline for future progress. Considerable training will be required next year to improve teachers' awareness of research-based methods to improve reading in the content areas in addition to English.

In addition to the regular education efforts described earlier, our Special Education teachers utilize a variety of instructional strategies, from intensive phonics instruction to the Kurzweil reader hardware/software package, to improve students' reading skills.

## **3. Another Content Area: Science**

As was mentioned briefly earlier, CEHS recently revamped the sequence of its science offerings, joining a trend among a growing minority of high-performing schools to teach physics first, as the most foundational and universal of the sciences. In order to make this transition successful, our physics teachers, who pushed this change, recognized that they would need to de-emphasize higher-level math skills in their instruction and to place a premium on conceptual understanding. To accomplish this objective, our science teachers used money from grants and from the school budget to build up their inventory of computer-linked sensor equipment to allow students to conduct labs, leaving some of the number-crunching up to computers. Students are able to focus on demonstrating their conceptual understanding of what the numbers show, and they are required to do so in challenging lab reports, which they all must produce.

Requiring all students to take physics first (our program is definitely not a watered-down Physical Science) was met with trepidation by some parents and students. Yet the experiment has been largely successful. By emphasizing conceptual understanding over number-crunching (though our students still engage in science-based math), students are challenged to apply their deepest problem-solving skills, consistent with our mission and expectations statement that prioritizes problem-solving together with reading, writing, presenting, and research as core skills at CEHS.

## **4. Instructional Methods**

There is no pattern to CEHS's instructional methods except for these: high expectations and caring

teachers. Other than that, teachers experiment with what works. What works ranges from portfolios in English to lab-focused instruction in 9<sup>th</sup> grade physics, to individualized instruction aided by a computer assessment and grading program for our most struggling students in math.

In Foreign Language, our teachers are nearing the completion of a three-year changeover in their Level I and II classes, from the traditional instructional approach emphasizing grammar, practice, and dictations to a newer instructional approach called Total Physical Response Storytelling (TPRS). Initially piloted by one of our Spanish teachers, the department jumped on board this approach based on the incredible retention the pilot teacher's students demonstrated when they went into their next foreign language class. In TPRS, the approach is focused on listening, actively doing (students are frequently up and out of their seats following directions, acting out stories, telling stories), repetition, and imaginative use of vocabulary in original student stories. TPRS has been especially successful and popular with students who traditionally would have been turned off by a more traditional instructional approach.

As TPRS takes over the earlier levels of foreign language classes, our foreign language department is working to develop counterpart, upper-level classes focused on natural conversation and developing student ownership over a real, useful vocabulary.

## **5. Professional Development**

While teachers are given opportunities to attend stand-alone conferences, the trend in the past few years has been towards a more focused thread in our professional development efforts. A primary feature of our current professional development program has been common department planning time that has existed for the past two years to enable our teachers to develop common, school-wide assessments administered to students, regardless of class level. Training for this work was initially assisted by the Southern Maine Partnership network of schools facilitated by staff at the University of Southern Maine. As a result of the work made possible through our teachers' common planning time, each department has created common assessments and common rubrics to measure student performance. Most departments have piloted these assessments and used the common planning time to address issues of validity and reliability. Next year, the focus of the common time will be common scoring and teacher reflection around student results on these assessments.

Professional training for the remainder of the year and part of next year, after a common school-wide writing rubric is identified, will be around preparing teachers to use a common vocabulary, in order to talk knowledgeably with students about writing. A next-step focus for next year's professional development work will be in the area of reading in the content areas.

# PART VII - ASSESSMENT RESULTS

## STATE OF MAINE CRITERION-REFERENCED TESTS

Grade   11  

Test Maine Educational Assessment (MEA)

Edition/publication year Revised each year Publisher Measured Progress, Inc.

Number of students in the grade in which the test was administered See table

Number of students who took the test See table

What groups were excluded from testing? Why, and how were they assessed?

Historically, the sole group consistently excluded from testing was the school's most severely disabled Special Education students per their Individual Education Plans. Beginning with the 2002-2003 school year, this population of students prepared a Personalized Alternative Assessment Portfolio in lieu of the regular Maine Educational Assessment. Until two years ago, when participation in the MEA became a priority, a number of learning-disabled students were excused from the MEA in order to continue instruction in their regular classes, which were considered a higher priority. As the data on the following tables indicate, however, this was not a consistent practice.

Additionally, prior to NCLB, there were a number of students in each testing session who were absent during the originally scheduled testing session and the brief make-up period that followed. These students were not excluded from testing; they were absent. In the tables that follow, however, these absences appear as exclusions since there is no provision for separately accounting for students enrolled in school that year but not present for the testing. In fact, these absent students account for the largest percentage of the students who did not take all or part of the MEA in any given year. Since NCLB was enacted, Cape Elizabeth High School has adjusted its testing schedule to allow ample time for make-up testing by absent students. Therefore, our participation rate has increased dramatically in the past two years, without in any way affecting our overall school performance relative to the rest of the state.

Finally, a very small number of students over the years have either refused to attend the test session (results on the MEA's do not, by law, affect or student's graduation or credit status) or refused to participate in the test by, for example, filling out test sheets randomly or refusing to fill them out at all. These students also were not excluded from testing; they refused to cooperate with it, making it impossible to calculate results for them. These numbers, too, are counted in the "excluded" entries in the tables that follow.

**Maine Educational Assessment Results for Cape Elizabeth High School (ME)  
Mathematics**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/03	3/02	3/01	3/00	
<b>SCHOOL SCORES</b>					
Total-Percent of Students...					
At or Above Exceeding Standard	4%	4%	0%	6%	
At or Above Meets Standard	52%	51%	50%	49%	
At or Above Partially Meets the Standard	84%	90%	86%	87%	
At or Above Does Not Meet the Standard	100%	100%	100%	100%	
Number of students tested	115	133	102	104	
Percent of total students tested	97%	96%	90%	90%	
Number of students excluded	4	5	10	12	
Percent of students excluded	3%	4%	10%	10%	
<b>SUBGROUP SCORES</b>					
1. <u>Identified Disability</u> (specify subgroup)					
At or Above Exceeding Standard	0%	NA	0%	0%	
At or Above Meets the Standard	0%	NA	13%	10%	
At or Above Partially Meets Standard	56%	NA	62%	50%	
At or Above Does not meet Standard	100%	NA	100%	100%	
Number of students tested	8	0	8	10	
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
At or above Exceeds the Standard	1%	1%	1%		
At or Above Meets the Standard	20%	19%	23%		
At or Above Partially Meets the Standard	59%	62%	62%		
At or Above Does Not Meet the Standard	100%	100%	100%		

*Note: Students with disabilities is the only subgroup large enough to generate disaggregated scores. No subgroup score for students with disabilities is available for the March 2002 test administration, because the subgroup was not large enough to warrant disaggregation. No subgroup scores are available for any other subgroup.*

**Maine Educational Assessment Results for Cape Elizabeth High School (ME)  
Reading**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	12/02	12/01	12/00	12/99	
<b>SCHOOL SCORES</b>					
Total-Percent of Students...					
At or Above Exceeds Standards	2%	5%	2%	9%	
At or Above Meets Standards	68%	74%	65%	66%	
At or Above Partially Meets Standards	98%	98%	99%	99%	
At or Above Does Not Meet Standards	100%	100%	100%	100%	
Number of students tested	118	124	96	107	
Percent of total students tested	100%	91%	86%	87%	
Number of students excluded	0	12	15	16	
Percent of students excluded	0%	9%	14%	13%	
<b>SUBGROUP SCORES</b>					
1. Identified Disability (specify subgroup)					
At or Above Exceeds Standards			0%	0%	
At or Above Meets Standards			13%	9%	
At or Above Partially Meets Standards			100%	92%	
At or Above Does Not Meet Standards			100%	100%	
Number of students tested	0	0	8	11	
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
At or Above Exceeds Standards	1%	2%	2%	3%	
At or Above Meets Standards	47%	53%	51%	47%	
At or Above Partially Meets Standards	90%	92%	94%	93%	
At or Above Does Not Meet Standards	100%	100%	100%	100%	

*Note: There was sufficient data to disaggregate results for the Identified Disability population only in two of the four years presented in the table above. No subgroup scores are available for any other subgroup.*

**Maine Educational Assessment Results for Cape Elizabeth High School (ME)  
Writing**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	12/02	12/01	12/00	12/99	
<b>SCHOOL SCORES</b>					
Total-Percent of Students...					
At or Above Exceeds the Standard	6%	10%	1%	6%	
At or Above Meets the Standard	61%	70%	66%	57%	
At or Above Partially Meets the Standard	97%	97%	98%	93%	
At or Above Does Not Meet the Standard	100%	100%	100%	100%	
Number of students tested	118	124	96	107	
Percent of total students tested	100%	91%	86%	87%	
Number of students excluded	0	12	15	16	
Percent of students excluded	0%	9%	14%	13%	
<b>SUBGROUP SCORES</b>					
1. Identified Disability (specify subgroup)					
At or Above Exceeds the Standard			0%	0%	
At or Above Meets the Standard			37%	33%	
At or Above Partially Meets the Standard			100%	83%	
At or Above Does Not Meet the Standard			100%	100%	
Number of students tested	0	0	8	11	
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
<b>STATE SCORES</b>					
At or Above Exceeds the Standard	2%	4%	1%	3%	
At or Above Meets the Standard	33%	38%	41%	35%	
At or Above Partially Meets the Standard	90%	86%	91%	91%	
At or Above Does Not Meet the Standard	100%	100%	100%	100%	

*Note: There was sufficient data to disaggregate results for the Identified Disability population only in two of the four years presented in the table above. No subgroup scores are available for any other subgroup.*

**Nationally Normed Exams as Part of Maine's Standards-Based Assessment System**

*Note: Maine does not include norm-referenced tests in its NCLB assessment plan.*